THE INFLUENCE OF TEACHERS' BELIEFS ON THEIR CLIL PRACTICE

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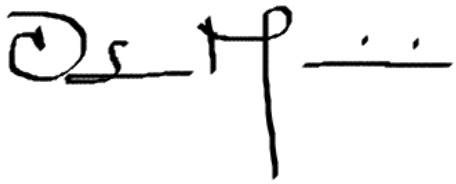
AFFIDAVIT

I, (Oscar Mauricio Suarez Villafañe), hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.



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Abstract

This study aimed to identify how the teachers' beliefs about Content and Language Integrated Learning (CLIL) affect the way they implement the CLIL approach in their classrooms. This qualitative case study on teachers' beliefs and CLIL combines interviews and class observations. The study focuses on two Colombian educators who teach subject contents and English as a foreign language at the university level. The results of the present study confirm that in spite of the fact that teachers know some basic notions of the CLIL approach, many relevant CLIL aspects were absent during their teaching practice. Thus, this study suggests that the participant-teachers' beliefs about CLIL are insufficient to implement a successful CLIL lesson. For this reason, a training development program is recommended in order to improve pedagogical actions in the CLIL classes taught in English for the teachers at this institution.

Key words: CLIL (Content and Language Integrated Learning), teachers' beliefs, undergraduate teaching practice.

In memory of my grandparents, Prisciliano and Nelva Rosa. I also want to dedicate this project to my wife Viviana, my kids Valeria and Matias, my mother Gala and my brother David. Additionally, I would like to commemorate every person who is somehow fighting against the COVID-19 pandemic and every Colombian who is trying to make our country a more just and fair place.

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Chapter 1. Introduction

The globalization of the economy and new demands in multilateral relations have placed people, and especially the academic community, in a scenario of competitiveness and mobility. In Colombia, a high degree of interest in the issue of bilingualism and bilingual education in general has been growing over the last two decades. This is due to, among other factors, the explicit recognition of Colombia as a multilingual and multicultural nation in the Political Constitution of 1991 and the Policy of Economic Opening, also in 1991. Cifuentes, (2017) states that the Colombian government's effort to make bilingualism a reality started four decades ago with the creation of the first public policy in 1979 to strengthen English proficiency. From that year until now, the Colombian Ministry of Education (MEN) has promoted different public policies to increase the English language level of high school students and teachers. More recently, the MEN created the English National Program 2015-2025, which set as its general objective to contribute to making Colombia into the most educated country in Latin America and the country with the best level of English in South America by 2025 (Cifuentes, 2017). The Colombian policymakers have pinpointed the importance of English, as a way to insert the country into the "global dynamics related to education, culture, and economics to generate opportunities for development of both individuals and the collective [society]" ("Colombia Bilingue" as cited in Corrales et al., 2015). Thus, the MEN has established linguistic aims for the different levels of education with the ambitious goal of having universities graduate students with a level of B2 according to the Common European Framework of References (CEFR). The National English Program (NEP) established challenging goals for 2025 for higher education, 30% of university graduates should be at a B1 Threshold (pre-intermediate) and 25% at a B2 Vantage (high-intermediate).

In this sense, educational institutions at all levels have implemented various strategies and innovative teaching approaches and methodologies to meet the goals that the Colombian MEN has proposed. One language teaching-learning approach that several Colombian universities have adopted is Content and Language Integrated Learning (CLIL) which allows for the integration of the development of linguistic competence with the learning of professional-based content knowledge. Founded on this principle, Coyle et al. (2010) have defined it as "a dual-focused educational approach in which an additional language (learner's foreign language) is used for the learning and teaching of both content and language" (p. 1). This means that the focus is not on only content or language. CLIL becomes an innovative combination in which the educational approach tackles language and content learning at the same time. Many scholars on the topic have found that successful CLIL practice offers learners a more holistic educational experience that responds to the context (see Coyle et al. (2010); Hüttner et al. (2013); and Zarobe & Catalan (2009)).

One of the biggest reasons universities have embraced CLIL is based on the factor of motivation. Students generally want to focus on the content knowledge of their field and undervalue the importance of being bilingual professionals. The CLIL approach provides both aspects: foreign language development and specific knowledge. Therefore, this method enhances students' willingness to use their specific savvy in a foreign language such as English. Coyle et al. (2010) affirm:

> if a learner participates voluntarily in learning through the medium of an additional language, it can enhance overall motivation towards the subject itself. There are many reasons why this might occur in a specific context, but it is clear that there are benefits,

both cognitive and motivational, which can enhance content learning, and the position of the content teacher. (p. 11)

Following this trend, the Center for International Languages (CIL), the language center where this study is taken place, has incorporated, as a central focus of its English program, approaches such as Content and Language Integrated Learning (CLIL) in order to prepare their future professionals to use English in both general situations and those specific to their professional career. As Hutchinson and Waters (1987) point out, it is important to use language within a particular context. This idea has led to the fact that learning a language should address the specific needs of students and the context in which they operate. Thus, at the university, English with a professional focus is a strategic aim for all programs in order to educate students as integral professionals with a high level of English language skills that are applied specifically to their field of knowledge and professional development.

A key factor to the success of the implementation of CLIL (and any language approach) is the role of the teacher in the teaching and learning process. In addition, as studies from the field of language teaching research has evidenced, "language teachers hold complex beliefs about teaching and learning, and...these beliefs have a strong impact on classroom practices" (Ferrell & Ives, 2014, p. 594). Teacher beliefs also influence interaction with the content matter that is used in the course (Breen, 2001). Therefore, this research project focuses on the beliefs that teachers have about CLIL and how these beliefs affect the way they implement this approach in their classes.

Research Questions

In order to explore the influence of teachers' beliefs about CLIL and how these thoughts intervene at the moment of the teaching practice, the main research question of this study is:

- How do teachers' beliefs about Content and Language Integrated Learning affect the way they implement the CLIL approach in their classrooms at UCIL?

To answer this main question, several sub-questions have been created:

- What do teachers believe about CLIL?
- How are teachers implementing CLIL?

The program at CIL, in agreement with the institutional mission, establishes in its general objective to provide spaces, strategies, plans, programs, and resources for the development of communicative skills of foreign languages as a transversal matter of the curriculum, as well as ethical, civic, and intercultural competencies. Consequently, the practice of the CLIL approach is innovatively presented as a relevant component of its academic planning. Therefore, it is essential to analyze how CLIL is being implemented in the classes at UCIL, in general, as a way to monitor the implementation of this new language teaching and learning approach. Furthermore, this study focuses on the role of the teachers and how their beliefs influence the way they perform the teaching practice because, as Richards and Lockhart (1994) affirm, to understand how teachers deal with the dimensions of teaching, it is necessary to examine the beliefs and thinking processes which motivate teachers' classroom actions. They believe that what teachers do is a reflection of what they know and believe, and that "teacher knowledge and thinking" provides the schema which guides the teacher's classroom actions.

Thus, it is hoped that this research study will bring to light teachers and their beliefs in the implementation of CLIL in a university program since studies in this area are lacking, especially in Latin America and Colombia. Also, although many studies have focused on CLIL and many others on beliefs in language teaching, very little research worldwide has been carried

out on the relationship between teacher beliefs and CLIL, so this study could add to the knowledge of the field in this area.

Finally, based on the imperative need to assure a high quality CLIL implementation, and the lack of guidance on the subject of CLIL teacher education in the professional programs of the region, the results of this study may provide insight into this important area and how professional language educators can be helped to develop as CLIL educators.

Setting

The research project took place at one university in the Colombian Caribbean coast, specifically in its Center for International Languages (CIL; fictitious name to maintain anonymity). The university is a private institution located in the northern coast of Colombia. The institution was founded more than 50 years ago, but since 2013, it has been experiencing a process of changes called "re-foundation." Most of the leadership of the institution (from the rector, vice-rectors, deans, program directors, to office coordinators) are recent employees of the organization and are trying to set up-to-date policies under the perspective of what a high quality university is and how this may impact its community. This means that they are rewriting and/or adjusting fundamental, guiding aspects of the university including its mission, vision, quality objectives, values, etc. One of the most significant aspects that has become a priority is the objective of educating bilingual professionals who can meet international opportunities, enhance their intellectual horizons, access cultural, scientific, and technological aspects, and can take advantage of better job positions in a globalized world. To fulfill this goal, in 2006, the university established that students finish at a B2 level of English, according to the CEFR, as a graduation requirement. But it has been since 2013 that the institution created the CIL in order to manage the process of the English language teaching to its learning community.

At the university, there is a total population of 7,246 students and the CIL works with around 4,000 learners per semester. Many of the students (approximately 75%) belong to the socio-economic levels of one, two, or three. From this group, 80% come from public/official educational institutions where English levels are very low. The remaining 25% is divided between students from socio-economic levels four, five and six. Students come from different regions, mainly from Barranquilla and its metropolitan area (80%), the Colombian Caribbean region (18%). The other 2% of the students come from different places in Colombia or other countries like Mexico, Brazil, Argentina, and the United States. Most students are between 18 and 45 years old.

A special building has been assigned for the CIL with 28 classrooms which have good conditions but limited resources (no projectors, computers, nor posters in English). Twenty CD players are available for the academic sessions. The university also has ten computer labs equipped with approximately 20 PCs per room, internet service, and a library that contains a limited stock of books regarding different subjects in English. Of a total of 58,301 books, only 1,839 are written in English.

As was mentioned earlier, English represents part of the requirements to obtain an undergraduate diploma at the university for all learners. The courses are not part of the enrollment fee; it means that students have to pay for the English program separately. In spite of the efforts made by the institution to promote the importance of mastering a second language, only half of the population is studying English. One of the reasons for this can be attributed to the fact that these English courses lack academic credits; therefore, students prioritize their discipline subjects over the English program. Another reason is the economic factor.

The program is based on the communicative approach in order to meet the learners' communication needs. These requirements are specified in terms of grammatical competence, sociolinguistic competence, and strategic competence The method integrates the skills of listening, speaking, reading, and writing so that the student is able to communicate effectively in English.

The program methodology also aims for the development of communication of English as a foreign language through the development of abilities, knowledge, and attitudes. When referring to knowledge and abilities, the program supports the building of linguistic functions and useful vocabulary for effective communication. It is hoped that students do this in a motivated and positive way, and that they find their language learning experience as relevant to their personal interests and career goals. The primary objective of the program is that students of different careers at the university achieve a B2 level of communicative competence in English. It is also expected that they can use the language for professional purposes to exchange information that is relevant to their specific fields. Thus, the goal is learners are able to communicate not only in academic contexts but also in diverse sociocultural and professional environments.

The program is composed of seven levels divided into two cycles: the first is called the Basic Cycle and the second is the Specific Cycle. The curriculum consists of three levels of basic skills (Basic Cycle), and four levels (Specific Cycle) where issues related to the professional programs are developed as students continue to progress their communicative competence. In this last cycle, students are grouped by their own academic faculties, in order to facilitate content and language integrated learning. The syllabus is designed with a component of 80 hours of content to be covered in 5 hours weekly during 16 weeks per semester plus one hour per week of

online language practice. The following table (Table 1) summarizes the UCIL levels, the time, and the CEFR levels:

Table 1

Summary of CIL Program

LEVEL	FACE TO FACE HOURS OF SYNCHRONOUS ONLINE CLASSES (16 Weeks x 5 hrs)	ACHIEVED LEVEL CEFR	AUTONOMOUS WORK ONLINE PRACTICE
Basic 1	80 hours x semester	A1.1	16 hours x semester (1hr x week)
Basic 2	80 hours x semester	A1.2	16 hours x semester (1hr x week)
Basic 3	80 hours x semester	A2.1	16 hours x semester (1hr x week)
English 4	80 hours x semester	A2.2	16 hours x semester (1hr x week)
English 5	80 hours x semester	B1.1	16 hours x semester (1hr x week)
English 6	80 hours x semester	B1.2	16 hours x semester (1hr x week)
English 7	80 hours x semester	B2.1	16 hours x semester (1hr x week)
TOTAL HOURS	560 hours		112 hours

In order to develop the English programs at CIL, there are 6 full time teachers and approximately 20 adjunct teachers. These teachers must be professionals with more than five years of teaching who have certified their level of English through international standardized exams. More details will be given about these teachers in the Method chapter when discussing the participants of the study.

When the CLIL program was initiated in 2014, special professional development workshops were delivered and a series of texts and articles about CLIL and CLIL teaching were given to the teachers. When new teachers begin at UCIL, they attend an induction program which orients them into the main concepts of the pedagogical model used at the language center. In order to ensure the correct implementation of the model, teachers should follow a guide which is given by the academic coordination at the beginning of the process. In addition, all teacher staff must fill in an online weekly planner, where the lesson plan activities and the development of the syllabus are published. In this way, it is hoped that all teachers are supported and implement the appropriate language teaching-learning approaches.

Organization of the Thesis

This chapter has introduced this project, including its background, the main and secondary research questions, and the setting study. The second chapter details the theoretical aspects that underlie this research project and contains a literature review of studies similar to this one described. Subsequently, in chapter three, the method used for this research project is explained, including a description of aspects related to the research paradigm, methodology, design, data collection instruments, procedures and how the data will be analyzed. Also, a description of the participants will also be presented in this chapter. Chapter four turns to describing the results of the data collected. In chapter five, the results are interpreted in order to draw conclusions related to the main and sub-research questions and contrasted with the main theories and results of studies in the area. Finally, some considerations and the scope for future research are explained in the conclusion chapter.

Chapter 2. Theoretical Framework and Literature Review

The objective of this project is to research how teachers' beliefs on Content and Language Integrated Learning affect the way they implement this approach in their classrooms at UCIL. For this reason, this chapter will focus on the concepts and theory of two main areas: CLIL and teacher beliefs. The chapter begins by giving some definitions, features, contexts and characteristics about CLIL that are briefly described. Secondly, the different models of CLIL are described. The chapter then focuses on teacher beliefs, especially on their importance and influence on teacher practice. Finally, the chapter ends with a literature review of recent studies that have been carried out on these topics within the past 10 years in order to know references in the field and analyze different perspectives about the main concepts of this thesis.

Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) has established itself as an important educational approach in different contexts (Channa & Soomro, 2015; Coyle et al., 2010; Lyster & Ballinger, 2011; Pérez Cañado, 2012). While typically used at the primary and secondary level, it has also spread to the tertiary level, too (Smit & Dafouz 2012; Tarnopolsky, 2013). This approach has also been researched in some universities in Colombia, as it is the case of some programs where English as a foreign language is the main context (see Arizmendy et al., 2008; Chávez, 2013; Corrales & Maloof, 2009; López, 2015; and Monsalve et al., 2007).

The term CLIL was launched in Europe in the 1990s and is often associated with teaching content through English. However, the definition of CLIL refers to "an additional" language and not only to English; thus, any language other than the first language, including foreign, second, or minority languages can be used (Marsh, 2009 as cited in Cenoz, 2015). The term CLIL was selected in order to expose the experts' shared view of the connections which

they found in different "methodological practices" of bilingual teaching across the world (Coyle et al. 2010). Therefore, CLIL was introduced as an umbrella term to incorporate the common characteristics found in how bilingual teaching was practiced around the world. CLIL was used to "describe and further design good practice as achieved in different types of school environments where teaching and learning take place in an additional language" (Coyle et al., 2010, p. 3). In the same direction, Dalton-Puffer (2011) states that "CLIL can be described as an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level" (p. 183).

Cenoz (2015) states that CLIL can take place at different educational levels in preschool, primary school, secondary school, and higher education. Regarding its role in the curriculum, it can refer to teaching one or more subjects through the medium of the L2, and it can also refer to just content-based themes in language programmes. Massler et al. (2014) differentiate two types of CLIL: (1) type A CLIL in subject lessons and (2) type B CLIL language lessons. These authors consider that type A, which also includes immersion, takes place when learning aims are based on the content of the academic subject taught through the medium of a foreign language and assessment is mainly based on content. Type B refers to programs in which foreign language instruction is thematically based and content from other school subjects is used in the language class. In this case, the aims of the course and assessment focus on the development of foreign language. A type B CLIL program is the case of this study where CLIL is focused on the foreign language class and curricular projects are developed throughout the syllabus of the program.

In the CLIL approach, the emphasis is on learning *through* and *with* a foreign or additional language, as opposed to simply learning *in* a foreign language. The dual focus in CLIL

is essential to understand how CLIL is different from other practices consisting in the teaching in another language other than the students' mother tongue. Also, since language is the "vehicle," no matter which type of CLIL (A or B), it is essential that the learning of the second/foreign language be supported (Banegas et al., 2020). This means that students in a CLIL classroom are expected to develop both knowledge and language; therefore, objectives for both of these aspects should exist in the CLIL classroom. Furthermore, CLIL is different from other language teaching practices in that it is *content-driven* (Coyle et al., 2010). Marsh and Marshland (1999) claim that CLIL is not meant to substitute explicit language instruction that stipulates a focus on form. To some extent, CLIL should be viewed and practiced as a complement to traditional language teaching, especially as it is conceived in Europe.

The use of CLIL creates a setting which may require teachers to adapt their traditional teaching practices. According to Coyle et al. (2010), "good CLIL practice is realized through methods which provide a more holistic educational experience for the learner than may otherwise be commonly achievable" (p. 1). What makes CLIL unique is "the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle, 2002 as cited in Coyle et al., 2010, p. 6). This is referred to as the 4Cs framework and serves as a guide in order to understand the main principles of CLIL practices. It specifies key aspects for the successful planning and implementation of CLIL. The 4Cs Framework integrates four contextualized building blocks: **content** (subject matter), **communication** (language learning and using), **cognition** (learning and thinking processes) and **culture** (developing intercultural understanding and global citizenship).

CLIL is considered to promote a more holistic view of integrated learning as it acknowledges content and language as interconnected and interdependent elements. Crandall

(1994 as cited in Coyle et al., 2010), argues that it is not possible to develop academic knowledge and skills without language, since content knowledge is embedded, discussed and constructed, or evaluated through language. In addition, academic language skills cannot be acquired in a context without content. According to Coyle et al. (2010), the 4Cs propose that CLIL is effective through:

- progression in knowledge, skills and understanding of the content;
- engagement in associated cognitive processing;
- interaction in the communicative context;
- development of appropriate language knowledge and skills;
- the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and "otherness."

The implementation of CLIL also brings certain advantages that make the most of the teaching/learning process and provide meaningful output. Banegas et al. (2020) state that CLIL is implemented as a curriculum innovation across educational levels, given the following underpinnings and benefits: (1) it is based on sociocultural and cognitive theories of education, (2) it aims at curriculum integration and multilingual education, (3) it draws on second language acquisition, functional linguistics, discourse analysis, and sociolinguistic perspectives, (4) it prioritizes authenticity and meaning in tasks, communication, and materials, (5) it promotes awareness at the levels of language, interculturality, and citizenship education, and (6) it may enhance learners' motivation, thinking skills, and academic performance with varying degrees of attainment. Another important characteristic of the CLIL class is the development of global competitiveness based on the different types of activities, resources, methods, etc. Banegas et al. (2020) affirm that overall, it is clear that CLIL is being used as a vehicle not only to develop

content and language knowledge but also to develop learners' global citizenship competences through a variety of materials, curricula, and project models.

Many educational experts consider that for CLIL to be correctly implemented, it should include some specific conditions. Rodríguez-Bonces (2012) affirms that there are four different areas that researchers, educators, and anyone else involved in the field need to work on in order for CLIL to suit the Colombian scenario. Those aspects are the following: 1) define the language learning approach; 2) carry out teacher training; 3) do materials development; and 4) develop cultural and intercultural competence. While all of these characteristics are important, teacher training seems to often be the most essential. Subject teachers need to master the second language while the language teachers who are teaching specific contents have to receive training in the core subjects (Rodríguez-Bonces, 2012).

According to Rodríguez-Bonces (2012), implementing CLIL demands that schools provide teachers with plenty of opportunities for professional development and enhanced teaching practice. As it can be inferred, classes following a CLIL approach differ from EFL (English as a Foreign Language) ones. In typical EFL, the topics are pre-determined by interest or age related factors. However, in CLIL courses, educators need to be trained on how to address different topics and on how to plan lessons for diversity or multilevel skills. Besides, teachers need guidance on how to assess students when the focus is content but the means is language. Moreover, it is well known that for the new technologies, internet, the World Wide Web and other ways to be connected with the outside world, English is the Lingua Franca, so CLIL also provides the opportunity of social inclusion and a wider cultural consciousness (Rodríguez-Bonces, 2012). Therefore, Rodríguez-Bonces (2012) argues that if educators do not receive the appropriate training, the support from the administrative authorities, or the confidence to believe

in their skills to implement new methods, it would be difficult for any approach to work correctly.

Teacher Beliefs

One of the most interesting facts about the teaching practice is based on the understanding of why teachers teach the way they do. Most teachers' expectations, actions, and attitudes during their educational exercise are derived from their experience as students, and these factors are applied to their own students (Pena, 2008). Therefore, it is crucial to study what teachers believe in order to comprehend the way they teach.

According to Pajares (1992), all teachers' beliefs affect everything that takes place in the classroom and strongly affect teachers' behaviour and choices. He argues that all teachers hold beliefs about their work, their students, their subject matter, and their roles and responsibilities. Woods and Çakır (2011) define beliefs as something that "is true for a particular individual and therefore subjective and personal" (p. 383). The personal nature of beliefs is also highlighted by a range of other researchers. In Kagan's (1992) view of beliefs, for instance, personal knowledge and implicit assumptions about students, learning, classrooms, and the subject matter to be taught play a crucial role. It can be said that besides their individuality, one of the core features of beliefs is their force to guide a person's activity towards the direction shown to be desirable by her convictions or beliefs. (Bovellan, 2014).

Freeman and Richards (2001) argues that teachers, like any learners, interpret new content through their existing understandings and modify and reinterpret new ideas on the basis of what they already know or believe. Both teachers and learners bring with them into the language classroom lay theories of learning and language which comprise a complex set of variables based on attitudes, experiences, and expectations. These are closely related to their

beliefs about the nature of the language-learning task and to their conceptions about what their classroom roles ought to be.

There are many important reasons why studying teachers' beliefs is crucial. One of the most relevant motives is about the impact this factor has on the learners. Tsui (2003), reiterating former scholar's ideas, points out that beliefs about teaching and learning held by teachers have a powerful influence on their classroom practices, on what, and how they teach. Therefore, only deep understanding of teacher beliefs enables improving teaching practices, understanding how teachers conceptualize their work, and viewing how these conceptualizations are shown in teachers' practices and decisions in the classroom.

Bovellan (2014) states that teachers' beliefs are relatively organized. In other words, individual beliefs seem relatively consistent with one another so that one idea about teaching cannot be changed without affecting another. As a teacher's experience in classrooms grows, her professional knowledge grows richer and more coherent, forming a highly personalized pedagogy – a belief system that constrains the teacher's perception, judgment, and behaviour (Kagan, 1992). While this can be advantageous, there can be difficulties related to this constraint because individuals generally hold onto beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them. Thus, belief change during adulthood is a relatively rare phenomenon, and, according to Borg (2003), teachers' beliefs about learning and language learning may continue to be influential throughout their professional lives. The following figure by Bovallan (2014) consolidates different elements impacting educators' beliefs which were combined from past research on this topic (e.g., Huerta, 2011; Kagan, 1992; Pajares, 1992; Tsui, 2003).

Figure 1

Combination of Factors that Influence Teacher Belief

Note. Retrieved from Bovallan (2014, p. 55).

Literature Review

This section presents a variety of studies conducted during the last ten years related to aspects of this project. This research includes CLIL implementation, teacher beliefs in language and learning, and teacher beliefs and CLIL.

Lopez (2015) conducted an analytical-descriptive case study to identify the CLIL competences of professors that teach subjects in English at an undergraduate English teaching program. The study units were ten professors, 242 students, and 23 subjects. The results suggested that most of the professors needed opportunities to improve their CBI competences to be able to fulfill all the requirements that this approach has in terms of teacher development. This study also corroborated what literature shows in regards to the artificial separation of content and language objectives in traditional classes since it demonstrated how some professors that taught

subjects in English in a teacher education program lacked the necessary competences to consciously integrate content and language objectives.

Gjendemsjø (2013) led a study of a CLIL project in a 9th grade Norwegian EFL class. The case study aimed to investigate the teacher's motives for initiating the project, the pupils' and teacher's expectations, experiences and challenges, and how the project benefited the pupils. Two pupil questionnaires were used, one in the initial stage of the project and one after the project. Thirteen lessons were observed, including observing the pupils giving oral presentations on topics they had been working on connected to the overall theme. The presentations were recorded and transcribed. In addition, the teacher was interviewed both before the project started and after it had ended and five pupils were also interviewed at the end of the project. One of the main findings was that the teacher's initiative and interest in the topic played a central role and her view that textbook based teaching was too limited. Another conclusion reached as a result of the study was that the pupils were mostly focused on the subject matter and not the fact that they were using English to learn about it.The project also demonstrated that it promoted communicative engagement in classroom discussions.

Torres-Rincon and Cuesta-Medina (2019) carried out an exploratory qualitative study to determine the factors and conditions that intervene in the implementation of CLIL in diverse Colombian educational contexts. This study was conducted at five private schools from different cities and towns in the country (Bogotá, Chía, Tenjo, Facatativá, and Girardot). Data was collected from three sources (interviews, questionnaires, and field journals) and analyzed through the use of triangulation and validation procedures through the grounded theory approach. Findings revealed that teachers still have complications understanding CLIL as an approach that goes beyond the mere usage of the target language in content. Instead, the study

advocates for the inclusion of essential lifelong skills (i.e., creativity, critical thinking, collaboration, and communication) when implementing CLIL in the classroom. Results also indicated that teacher practice still emphasizes the scope and sequence plan provided by the textbook used in the institutions. Hence, the study supports the design and implementation of CLIL professional development programs that through scaffolding can assist teachers in viewing and situating CLIL as a dialogic pedagogical approach. Not only does the approach help teachers make use of their existing knowledge of CLIL, but also helps them materialize ways through which language and content can be integrated.

Another study by Bovellan (2014) investigated CLIL teachers' beliefs about the role of learning and language in CLIL and explored the strategies in which teachers adapted teaching materials for CLIL. Beliefs about learning and language were approached through the teachers' accounts of teaching materials in CLIL. Further, the purpose was to find out how CLIL teacher experience and training received in CLIL were reflected in teachers' understandings of CLIL and beliefs about learning and language. The study focused on thirteen Finnish primary school teachers who taught content subjects for grades 3 to 6 in English. The qualitative data consisted of two thematic interviews, oral and written diaries, and teaching materials designed by the respondents. With all the three stages together, the purpose was to look into the teachers' beliefs in-depth. The results showed that learning in the CLIL classroom is still rather teacher-centered. Teachers' views of language are two-fold: for the majority, language appeared to be a set of words or a system arranged by syntax while some others saw language as a social practice or a tool for communication. Rather than work experience or CLIL teacher training, the influence of teacher personality was clearly seen on teachers' design and use of materials.

The last study of this chapter was conducted by Arocena et al. (2015) to analyze teachers' beliefs about learning different languages in multilingual education, which included forms of immersion in the minority and the majority languages. In this study, interviews were held with 51 primary school teachers from the Basque Country (Spain), and Friesland (the Netherlands). In both regions, three languages are taught: majority, minority, and English. Based on the teachers' views, the research obtained interesting understanding into the native speaker ideal, pupils as multilingual speakers, and the proficiency levels for each language. The teachers also expressed their ideas on teaching through the minority language and through English. They found it easier to introduce new contents by using Basque and Friesan languages. On the contrary, the use of English represented a bigger challenge because many teachers struggled with issues such as how much instructional time should be devoted to English, and which pedagogical approaches to use. They also communicated their beliefs on cross-linguistic use of languages and how that was related to the multilingual repertoire. The social context was believed to have an important influence through the parents, the media, and the status of the languages in society. The study concluded that the teachers' beliefs were still to a great extent dedicated to their mother tongue and seemed to only gradually change to more multilingual views.

This chapter focused on concepts related to CLIL and teacher beliefs which are essential to provide the theoretical backbone of this project. These concepts shape the method of the project which is presented in the next chapter.

Chapter 3. Method

The main purpose of this research project was to explore the influence of teachers' beliefs on their CLIL practice. This chapter discusses how the research project was carried out, including the main paradigm of the project, the methodology, and the design and data collection instruments and procedures. It also includes information about the participants, how the data was analyzed, and how the project was carried out ethically.

Paradigm

There is an ongoing discussion about what paradigms or beliefs researchers bring to investigate certain contexts. This section will present four of the most recognized ones: postpositivism, constructivism, transformative, and pragmatism (Creswell, 2017).

The postpositivism paradigm is also called the *Scientific method* and has represented the traditional method of research. It has been applied more for quantitative research than qualitative research (Creswell, 2017). The postpositivists lay their worldview on the idea that causes (probably) determine effects. It aims to produce objective and generalizable knowledge about social patterns, seeking to affirm the presence of universal properties/laws in relationships to pre-defined variables (Taylor & Medina, 2013).

The constructivism paradigm is seen as an approach to qualitative research. The constructivists believe that individuals seek to understand the world in which they live and work. Therefore, individuals develop subjective meanings of their experiences directed toward certain objects or things. So, the goal of this type of research is to rely as much as possible on the participants' views of the situation being studied (Creswell, 2017).

The transformative paradigm assumes that the inquirer will proceed collaboratively so as to not further marginalize the participants as a result of the inquiry. In this sense, the participants

may help design questions, collect data, analyze information, or reap the rewards of the research. Transformative research provides a voice for these participants, raising their consciousness or advancing an agenda for change to improve their lives. It becomes a united voice for reform and change (Creswell, 2017).

The theorists in the pragmatic paradigm look for approaches to research that could be more practical and pluralistic and allow a combination of methods that, in conjunction, could shed light on the actual behaviour of participants, the beliefs that stand behind those behaviours, and the consequences that are likely to follow from different behaviours (Kivunja & Kuyini, 2017). There are many forms of this philosophy, but for many, pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions (as in postpositivism) (Creswell, 2017).

Having described the main features of the paradigms for research, it is necessary to specify which of these worldviews best helps to achieve the objectives of this study. It was necessary to carry out this research from a perspective to obtain rich, descriptive information to analyze what happens in content classes and how the beliefs of professors impact when teaching those lessons. Thus, qualitative inquiry helped to obtain comprehensive and expository data about what actually happens in the teaching-learning process of the subject-matters in the undergraduate English teaching program at UCIL and allows the identification of the teacher's motives, expectations, challenges and experiences to teach through a CLIL approach. Therefore, this study was carried out upon a constructivist paradigm which leads into a qualitative rather than a quantitative research methodology.

Methodology

In educational research there are three main methodologies that can be used: qualitative, quantitative, and mixed methods. Litchman (2012) affirms that qualitative research is a broad term that encompasses a variety of ways and traditions of conducting research. There is not a clear definition due to its flexibility, and, as such, there is no single method of collecting data. Qualitative research has often been seen as the opposite of quantitative in the way it generally attempts a deep and complete description and understanding of human phenomenon (Litchman, 2012). The qualitative researcher normally tries to find in-depth information. While quantitative research tends to test hypotheses and perform statistical analysis, qualitative research is used to ask probing questions, such as "why" and "how," in order to generate meaning, an understanding, and a description which are interpreted by the researcher (Litchman, 2012). Qualitative research can focus on a specific person or a group of people and Lichtman (2012) points out that it is not designed to "generalize beyond the particular group at hand" (p. 12). Rossman and Rallis (2003 as cited in Marshall & Rossman, 2010) offer five characteristics of qualitative research. They state that qualitative research: (a) is naturalistic, (b) draws on multiple methods that respect the humanity of participants in the study, (c) focuses on context, (d) is emerging and evolving, and (e) is fundamentally interpretive.

Creswell (2017) defines mixed methods as the ones that involve the combination or integration of qualitative and quantitative data in a research study. This is so because qualitative data tends to be open without predetermined responses while quantitative data usually includes closed ones such as those found on questionnaires or psychological instruments. Thus, the value of multiple methods—called mixed methods—resides in the idea that all methods have biases

and weaknesses, and the collection of both quantitative and qualitative data together may neutralize the weaknesses of each form of data (Creswell, 2017).

This study intended to understand and possibly change a complex social phenomenon like the one presented in an English as a foreign language teaching class. Since this study aims at exploring how teachers' beliefs about CLIL are reflected in the implementation of teaching a foreign language, qualitative research is the most appropriate because it allows the researcher to answer questions such as "why" and "how" in order to understand and describe a specific context. In the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature (Creswell, 2017).

Design of the Study

The design that was chosen for this study is the qualitative case study. In a case study the researcher has the possibility of providing an elaborate description of a phenomenon, which, according to Gall et al. (2003), quantitative research cannot. A case study gives a good description and in-depth detail, making the readers able to draw their own conclusions and understand the case. Adelman et al. (1976) describes this type of design as the study of an instance in action. The single instance is of a bounded system, for example, a child, a clique, a class, a school, a community. That is to say, a researcher may select an instance from the class of objects and phenomena one is investigating and explore the way this instance functions in context (Cohen et al., 2017). Creswell (2017) states that the case study method "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, indepth data collection involving multiple sources of information… and reports a case description and case themes" (p. 97).

Also, the case study is used to a great extent in educational research. Gall et al. (2003) state that it "currently is the most widely used approach" (p. 433) for qualitative educational research. An important aspect of the approach is to investigate the phenomenon in its natural setting and to gain insight into the participants' perspective (Gall et al., 2003). In consequence with this idea, the goal of the current case study was to explore the teacher's beliefs, expertise, and experiences impacted by the implementation of CLIL. Therefore, since the case study is well adapted to research cases which do not follow the standard trend of teaching (Gall et al. 2003), and CLIL is an approach without an established way of teaching since each case is unique, the case study is a suitable method for conducting research on this phenomenon.

Description of the Participants

The participants in this case study consisted of two English teachers who each teach CLIL in five classes. One of the participants is female and the other one is male, and they are 34 and 38 years old. Both of the teachers involved in the study have Spanish as a mother tongue and have acquired their English skills by studying the language at the university.

The two teachers volunteered to participate and were not randomly chosen. The criteria for selecting the participants were that they had to teach content topics through English at the university level and having English as a foreign language. Both participants met this criteria since they are teachers with qualifications to teach English as a foreign language. They also have formal training in CLIL, received either during their pre-teacher or in-service training. Therefore, the participants were chosen because they provided the possibility to study the teachers' beliefs on CLIL and their implementation of it in their classes in a specific context.

In the write-up of the study, the participants were given the following pseudonyms: the female teacher was called Valery, and the male teacher was called Mathias. No other

modifications were made to the respondents' identification in order to follow one of the characteristics of a qualitative research report, which is to provide as much contextualized information as possible to make sense of research findings.

Data Collection Techniques and Procedures

For this project two main data collection techniques were used: interviews and class observations. Each will be discussed below.

Interview

The first instrument selected to carry out this study was a semi-structured interview of the teachers. Interviews are a type of method in which a researcher can collect data that is not possible to collect through direct observation (Gall et al., 2003). Hence, this instrument can allow the researcher to find out about the participants' experiences, beliefs, opinions, and other cognitive factors which is of great value in an in-depth case study. The advantage of the interview is that it is adaptable. By using this method, the respondent's answer can be followed up by the interviewer and provide deeper clarification and information, which is important when the response is vague. In conducting a semi-structured interview, the researcher asks multiple structured questions (Gall et al., 2003).

Marshall and Rossman (2010) point out that interviews are based on an assumption fundamental to qualitative research. The participant's perspective on the phenomenon of interest should unfold as the participant views it (the emic perspective), not as the researcher views it (the etic perspective). One of the advantages of choosing this type of instrument is that they allow researchers to have a clear understanding about the context and the people participating in the process. Another strength is that it is possible to have immediate follow-up and clarification on aspects that arise during the interview. Gall et al. (2003) affirms that the advantage of the

semi-structured interview is that it provides the researcher with "reasonable standard data across respondents, but of greater depth than can be obtained from a structured interview" (p. 241). However, interviewing has some disadvantages and limitations. Marshall and Rossman (2010) assert that interviews involve personal interaction. This means that it is relevant to have the interviewee's cooperation. Interviewees may be unwilling or may be uncomfortable sharing information about all the aspects that the interviewer hopes to explore. They also may have good reasons not to be truthful. However, this type of instrument was selected because, in this project, the participants volunteered to be a part of the study and the researcher can probe deeper by asking open-ended questions, so they can supply more information.

The teachers' interviews were the first step in collecting data in the case study. They provided the researcher with information about the upcoming CLIL context and the teacher's beliefs of CLIL. The interviews took place virtually because of the COVID-19 pandemic. They were conducted entirely in English, and each one lasted for approximately thirty minutes. The interviews followed a semi-structured interview guide consisting of 14 questions (see Appendices 1 and 2). All of the questions were open-ended what, where, which, and how questions. The items were designed to cover three categories: (1) background, (2) CLIL project information, and (3) teacher beliefs. The background part contained questions about the teacher's qualifications in English and experience of teaching. In order to investigate the content and background of the CLIL project, the second category included items on how long, where, and how the teacher would define CLIL. The final category, teacher's beliefs, was the largest category, consisting of five questions. These items elicited the teacher's perceptions of various topics such as the teacher's role, content and language learning in the second language classroom, and the difference between the CLIL project and the teacher's regular practice in

English. The interview was video recorded and notes were also taken. The video recording was then transcribed and summarized.

Observation

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather "live" data from naturally occurring social situations (Cohen et al., 2017). This means that the researcher is able to appreciate directly as facts or situations happen in situ rather than relying on second-hand accounts. Through observations, the researcher can have his or her own description of what is taking place in the classroom.

Cohen et al. (2017) states that a semi-structured observation will have a prior agenda of issues to look for but will gather data to illuminate these issues in a far less predetermined or systematic manner. An unstructured observation will be far less clear on what it is the researcher is looking for and will therefore have to go into a situation and observe what is taking place before deciding on its significance for the research.

The observation conducted for the present study was a semi-structured one. In this form of conducting observation, the data is gathered and analyzed before any assumptions or possible explanations are made about the human phenomena or experience in question (Cohen et al. 2017). Gall et al. (2003) state that qualitative observation is emergent, meaning that the observers can shift focus freely at any time when new questions arise. It is in the nature of qualitative research to be holistic and naturalistic. The focus in qualitative observation is wide, looking at "behavior and its environmental setting from a holistic perspective" (Gall et al. 2003, p. 267).

There are several advantages of using observation over other methods of data collection. These include that it affords access to culture; it allows for richly detailed description of

behaviors, intentions, situations, and events as understood by one or more informants; and it provides opportunities for viewing or participating in unscheduled events (Sobo, 2014). However, the quality of observation depends upon the ability of the researcher to observe, document and interpret what has been observed. Schensul et al. (1999) note as a disadvantage that observation is filtered through one's interpretive frames and that "the most accurate observations are shaped by formative theoretical frameworks and scrupulous attention to detail" (p. 95).

In the present study, four classes corresponding to intermediate and high intermediate levels were observed during April and May. Two classes per each teacher were analyzed in order to explore the teachers' implementation of CLIL in their classes. The researcher observed the lessons through video recordings since this was during the COVID-19 pandemic, and all classes at the institution were taught online. All of the lessons were observed and analyzed following the Sheltered Instruction Observation Protocol (SIOP) model (see Appendices 3 and 4). The SIOP model provides an explicit framework for organizing instructional practices to optimize the effectiveness of teaching content and language to learners. Echavarria and Kareva (2013) state that "the SIOP Model includes features that promote acquisition of both subject area content (e.g., math, science, literature) and language development (the target language)" (p. 239). For this reason, this form is also effective for observing CLIL features in the classroom setting. The observation form is divided into eight main areas with related sub-areas under each, as can be seen in Table 2.

Table 2

Summary of SIOP Model Observation Form

Main Area	**Sub-Areas**
Lesson Preparation	1. Content objectives 2. Language objectives 3. Content concepts 4. Supplementary materials 5. Adaptation of content 6. Meaningful activities
Building Background	7. Concepts explicitly linked 8. Links explicitly made 9. Key vocabulary
Comprehensible Input	10. Speech appropriate 11. Clear explanation 12. A variety of techniques
Strategies	13. Ample opportunities to use learning strategies 14. Scaffolding techniques 15. Promoting higher-order thinking skills
Interaction	16. Discussion between teacher/students 17. Grouping configurations support language and content objectives 18. Sufficient wait time for students responses 19. Opportunities for students to clarify concepts
Practice and Application	20. Hands-on materials and/or manipulatives 21. Activities to apply content and language knowledge 22. Activities integrate all language skills
Lesson Delivery	23. Content objectives clearly supported 24. Language objectives clearly supported 25. Students engaged 26. Pacing appropriate to students level
Review and Assessment	27. Comprehensive review of key vocabulary 28. Comprehensive review of key content concepts 29. Regular feedback 30. Assessment of student learning

Results of the observation were reported using the five point scale from 0 to 4 provided by the instrument, with zero as the lowest and four as the maximum score. Also, there is a space for comments to write and clarify specific actions that occur during the class. This instrument was helpful to observe how the teachers' beliefs impacted at the moment of the CLIL implementation.

During this whole process, the researcher took the role of observer-nonparticipant. Hence, the researcher was mainly observing with the aim of collecting data.

Ethical Considerations

During this project, certain issues were taken into account to carry out the study in an ethical way. Before applying any instruments, it was necessary to ask permission from the institution and the participants. The study, procedures, and data collecting methods were approved by the institution where the project took place. The participants were asked to take part in the study through a formal email message written by the researcher. It contained information about the purpose of the study, identified the researcher, informed about the institution's approval, and also gave to the teachers information on what their participation would involve. This aspect not only helps to make the study ethical, but also, according to Gall et al. (2003), pre-contacting respondents can make a study effective because it prepares the participants for what is to come and builds their buy-in of the project.

As is often the case in qualitative research, also this study with its limited number of participants presents challenges with regard to the ethical issue of securing anonymity. All the participants in the case study were assured anonymity and pseudonyms are used as a way to solve this dilemma. Likewise, a fictitious name was used to address the language center where the study took place.

Chapter 4. Findings

This chapter describes the findings obtained from the analysis of the data collected from interviews and class observations to explore the influence of teachers' beliefs on their CLIL practice. The findings from each instrument are described separately, beginning with the interviews and ending with the class observations. The names mentioned in the study are pseudonyms.

Teacher Interviews

This section relates the findings from the interviews of the two participants, first, Valery's and then Mathias'. Transcripts of these can be found in Appendices 1 and 2.

Interview 1: Valery

Valery was the first teacher interviewed. The background of the interviewee corresponds to the first part of the interview. Valery is 29 years old but she has been teaching English for a while. She studied Foreign Languages Teaching at Universidad del Atlántico en Barranquilla, Colombia. She completed all the credits for her English language teaching graduate degree at Universidad del Norte, but she is still working on her thesis project. She is currently in her 13th year of teaching and has taught different levels of English proficiency. At the moment of the interview, the teacher was teaching basic, intermediate and high intermediate level classes.

Regarding the second part of the interview (the CLIL project information), she reported that has worked as a CLIL teacher for 9 years. She first learned about the term CLIL during her bachelor program when she was introduced to the English for specific purposes approach. Then, she worked at a bilingual school where she had to teach some specific subjects in English. Her most remarkable memory is about one of her masters' classes about CLIL. She remembered doing more emphasized and meaningful work regarding this approach. Additionally, she took a

training course and a workshop on CLIL given by an expert on this method from Oxford University Press. Valery affirmed receiving this specific preparation during the years 2016 and 2017. When asked for her definition of CLIL, she said: “CLIL is content and language integrated learning, so it's where we combine the language and teaching contents about specific subjects”. (Interview Valery, Minute 04:57)

The third part of the interview was related to her beliefs about CLIL and her teaching practice. Valery considers that a CLIL class should have two teaching objectives. The first ones should be connected to language learning, and the second ones must have content objectives. In her interview, she pointed out the following:

> But what’s clear to me is that we need to have two objectives. We need to have language objectives and we also must have some content objectives. So we are teaching both. And this, of course, will drive a lesson, of course, that needs to be reflecting on the kind of activities we do, how we approach them as we plan. We need to take into account both objectives. The language we want and also the content. (Interview Valery, Minute 05:29)

Valery declared that the best teaching practices in a CLIL class should be articulated with giving to the students some guidelines and providing them with feedback. In this class, students should be exposed to vocabulary and topics related to their majors. Students should use the target language and learn how to make projects, design proposals, look at information in English, use the English language to express their ideas and apply what has been taught during the lessons. Valery affirmed that her role as a CLIL teacher in her classes was associated with being attentive to following the plan and aiming the class objectives. Related to this, she mentioned that this was important:

> ...so we don't want to get lost on track. And that's why I think that as a teacher, we must monitor, we must provide instantaneous feedback. We must guide students to show them when they should speak English, for example. And I think this teacher needs to provide students with multiple resources. (Interview Valery, Minute 06:51)

When the teacher was asked to give her description of the role of CLIL in the target language learning, Valery stated that it is important to have CLIL in her classes because this approach makes the learning experience more meaningful for everybody. She declared:

> When things are meaningful, we can be more engaged in the process. OK, and of course, that will serve us a lot more. And I think that sometimes we might be focused just on language objectives like grammar and pronunciation and reading, writing, etc. And then students don't connect, they don't make the connection, it's hard to see how they can use their daily basis language skills on things they can apply in classes. But I think that when we have them [the students] use language for talking about things they have in real life, use authentic materials, have them reflect on the language and their specific contents, I think that we can take learning to a deeper stage. (Interview Valery, Minute 09:49)

From her words, it is clear her belief in the importance of CLIL for teaching content that is relevant and authentic and which also serves as a way to motivate students.

Finally, for the question about how she teaches in general affects the way she teaches CLIL and vice versa, Valery asseverated that she tried to focus on the contents and the language in a qualitative way. She believes there is a tendency, particularly from language teachers, to concentrate on the form of the target language. She highlighted the importance of the usage of language to communicate ideas in general but argues that this can not be taught in isolation. Context-specific contents or subjects also play a crucial role in the whole process. She affirmed

that teachers always need a context to teach, and that aspect is crucial for any educational context. She considers that it is not educationally healthy to stay focused only on grammar and language structure without the meaningful part of the language or how we can use it to express our ideas, to communicate with the world. She sees CLIL as a way to do this.

Interview 2: Mathias

Mathias was the second teacher who participated in this study. During the first part of the interview, the background information, he shared the following information: He is 38 years old and has been teaching since 2009. He got a bachelor's degree in foreign languages teaching from Universidad del Atlantico. He also got a master diploma in curriculum and instruction for ESL learners. He has been a CLIL teacher since 2015 when the institution in which he is currently working started the implementation of this method. Mathias has taught a variety of levels during his time as a teacher. At the moment of the interview, he was teaching the intermediate and low advanced levels.

In the second category of the interview, the CLIL project information, Mathias declared that he first heard about the term CLIL at a conference he attended around eight years ago. Then, he learned more about the meaning, features and how to be implemented at his workplace. In fact, this institution has offered several training workshops about CLIL management and implementation, class methodology and characteristics of this approach. He attended these training sessions in the years 2016 and 2017. Mathias defined the term CLIL as the organization of content in order to be delivered in organized ways, so students can gain knowledge of disciplinary information as well as developing the target language.

The third part of the interview corresponds to the teacher's beliefs about CLIL. Mathias' emphasized that an EFL class differs a lot from a CLIL class. CLIL and EFL classes have

different objectives and horizons. He stated that both the planning and the outcomes are very different. This idea can be seen when he explained:

An EFL class differs a lot from a CLIL class. Because the type of instruction is focused: first an EFL class is more concentrated on form and developing the language in spite of not paying special attention to the content or the information used for that type of language instruction. On the other hand, we observe that in CLIL the content is like the main focus, in the teacher's material and the course of action in class. And the teacher's objective mainly is to deliver content and also develop the language, but the content is a special foundation in the teacher's CLIL classroom. (Interview Mathias, Minute 03:47)

From this quote, it can be seen that he believes that in an EFL class, the teaching of language is the most important aspect while in the CLIL class, content is supreme. He includes that a teacher also needs to develop language in a CLIL class. Therefore, to him, a good CLIL teacher has to have two things in mind: (1) to be knowledgeable about the content that is going to be delivered in class, and (2) to know the type of methodology that the teacher is going to use. He considers CLIL as a way to organize information, so that students can approach it, be able to acquire the knowledge, and be able to develop the language in a natural way.

When Mathias was asked to describe his role as a CLIL teacher, he pointed out that for him, a CLIL class is more of a task-oriented class. This means that students can construct, develop, classify, or organize information. They have to go through different levels of thinking in the middle of a constructive process. Hence, the teacher acts more as a facilitator than being the center of the class. Mathias describes the role of CLIL in the target language learning process as relevant. This is because he wants his students to not only to know about a specific form of the language, but he hopes that his learners use the language as a vehicle to acquire and master new

knowledge or content about different disciplines with the aim of using it in their lives or professional areas.

To the question about how the way he teaches in general affects the way of teaching CLIL and vice versa, Mathias affirmed that teaching students to organize the information they are managing, regardless the type of information, is going to help them acquire the language by orienting the lexical approach towards the concepts, the organization of information, and the definition of terms. He asserted that:

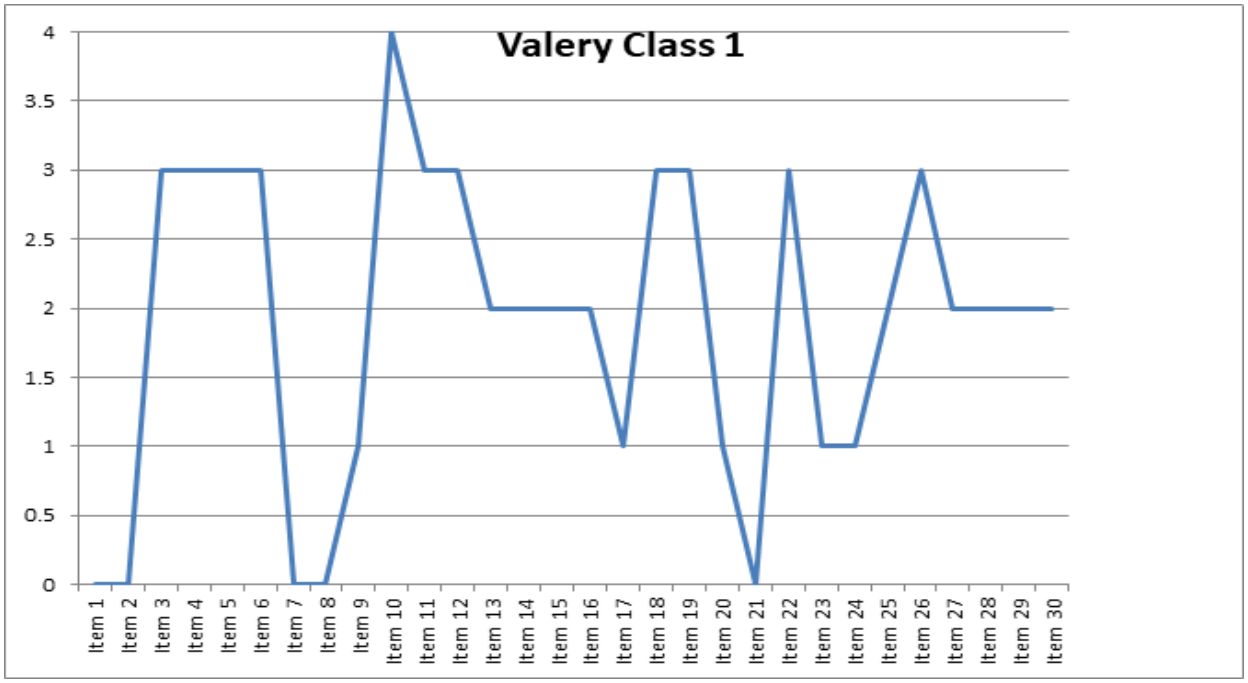
> ...instead of only paying attention to the form of the language and reaching the vocabulary, it's going to pay off in the end of the process for the EFL students and also the practices from EFL teaching. When it is applied to the CLIL implementations, we observe that it enriches the fact that methodology around language teaching can be supplementary for teaching content too. (Interview Mathias, Minute 07:42)

Teacher Observations

The teachers were observed twice. One figure per class will show the teacher's average results per aspect and their performance related to their CLIL implementation. As mentioned earlier, the observation protocol has a five-point scale which measures its level of implementation. The average score goes from zero to four, with four as the ideal score that an educator who teaches a subject-matter class should achieve.

Figure 2

Valery's First Observation Score



In this observation, it could be seen that Valery got low scores in some of the items. In the items one, two, seven, eight, 17, 21, 23, and 24, she obtained the lowest scores, zeros and ones, in the observation form. This means that:

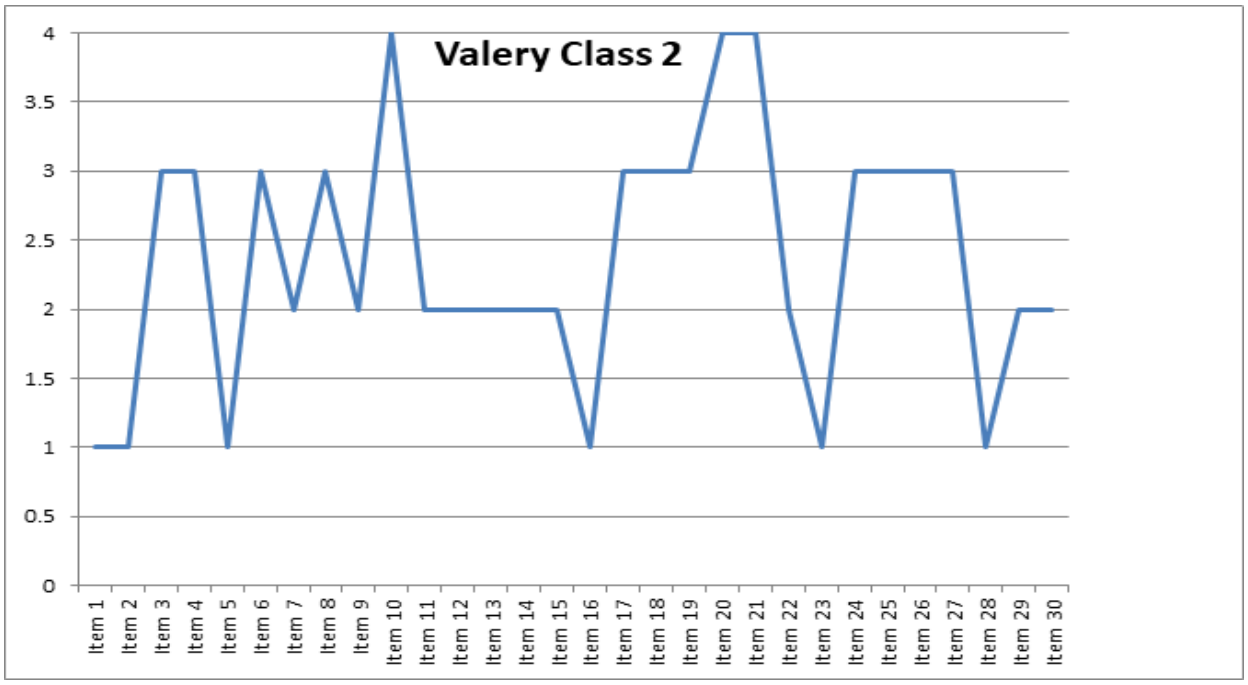
- The teacher did not define, display or review clear objectives for content in either language in her class.
- The teacher needed to pay more attention to linking students' background experiences, past learning concepts and new knowledge.
- The teacher had to work more consistently about grouping configurations of contents and language objectives of the lesson.
- The teacher did not provide clear objectives and activities to apply content and language knowledge in the classroom.

On the other hand, she demonstrated some good results (threes and fours) in some of the items. That is:

- The teacher showed a high use of speech appropriateness for the students' proficiency level. Valery's speech pace was paused and tried to be clear in every instruction.
- The teacher implemented a variety of techniques to make content and language concepts clear. Valery used audiovisual materials and gave examples to introduce the new concepts.
- The teacher was clear giving explanations of academic tasks and set a good pacing of the lesson appropriate to students' level. She answered every student's question in a pedagogic way, so each activity was clear and organized.

Figure 3

Valery's Second Observation Score



In the second observation conducted of Valery's class, different percentages were found from the ones observed with the previous class. In this case, she demonstrated some good practices as she obtained the maximum score for some items. That is:

- Valery maintained an appropriate speech for students' proficiency level; her rate, enunciation, and use of simple sentences are appropriate for students' level.
- The teacher provided activities for students to apply content and language knowledge in the classroom. She introduced a video, vocabulary, and reading exercises to exemplify how to use the new content and language.

On the other hand, the graph shows several items with a low score; they correspond to items two, five, 16, 23 and 28.Then this means that:

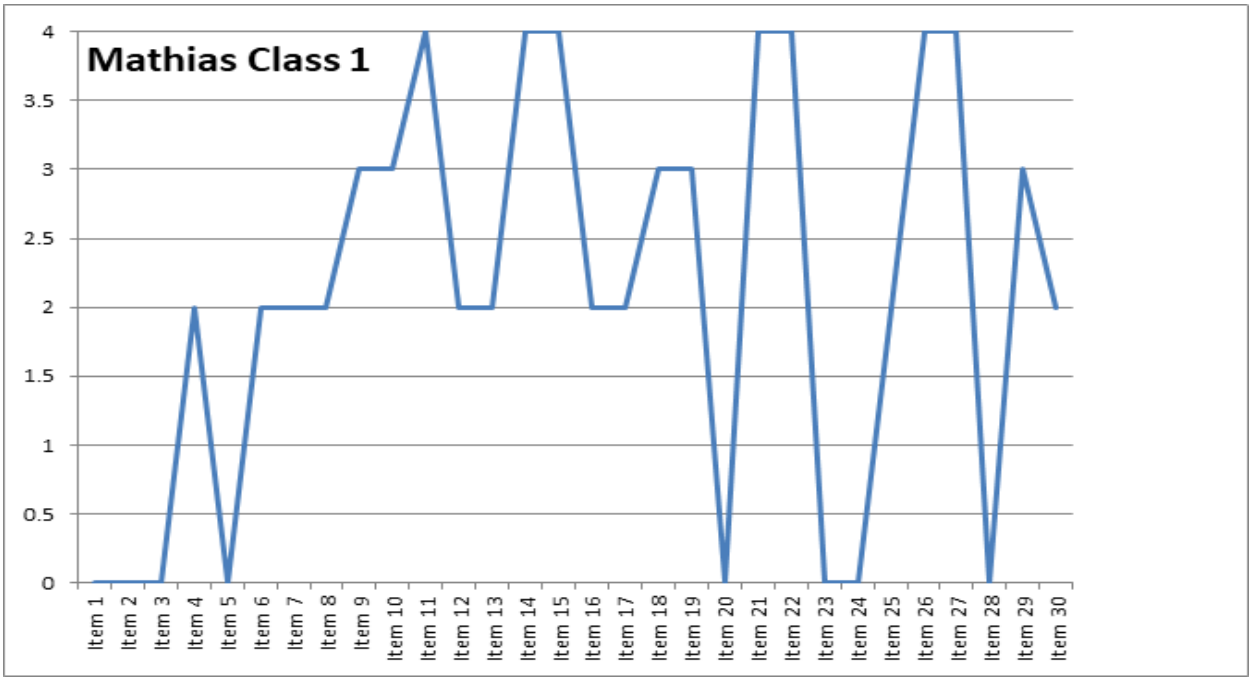
- The teacher did not clearly define the language objectives for his/her students.
- Valery did not use texts that are adapted to the different levels of her students. She showed only one example text and did not verify if all students had understood the message.
- She did not offer frequent opportunities for interaction and discussion between teacher/students and among students.
- There was no comprehensive review of concepts to wrap up the lessons. Therefore, according to the class observation, many important aspects to CLIL were not seen.

According to Valery's class observations, the teacher did not develop the lessons according to the principles and components of the CLIL approach. It seems that the teacher did not plan her classes with the aim of balancing the teaching of content and language because the class observations revealed that she did not display nor explain the language and content objectives. Therefore, these had to be inferred by the students in the development of the lesson.

The professor also lacked the development of meaningful activities due to the fact that she provided little opportunities for language practice. However, the teacher used techniques and provided some activities to make content concepts clear for example modeling, visuals, demonstrations, body language, etc. Additionally, the professor did not provide students with ample opportunities to use learning strategies, to interact and discuss, and to clarify concepts in the L1 as a way to encourage the elaboration of responses about the lesson concepts. Valery did not plan or propose activities aiming at integrating the skills (listening, speaking, writing and reading) nor language and content. Instead, the students developed them separately. Due to the fact that the language and content objectives were not displayed, discussed nor reviewed, it was not clear whether the lesson delivery supported these objectives. On a positive note, the pacing used to deliver the lessons was coherent with the students' ability levels, and this factor made students somehow engaged in class, but the engagement seemed somewhat passive. Finally, the professor did not check students' comprehension and learning of language and content.

Figure 4

Mathias' First Observation Score



In the first observation made of Mathias, a variety of indicators that corresponded to a CLIL approach lesson were seen, but others did not correspond to it. In the lesson it was noticed that:

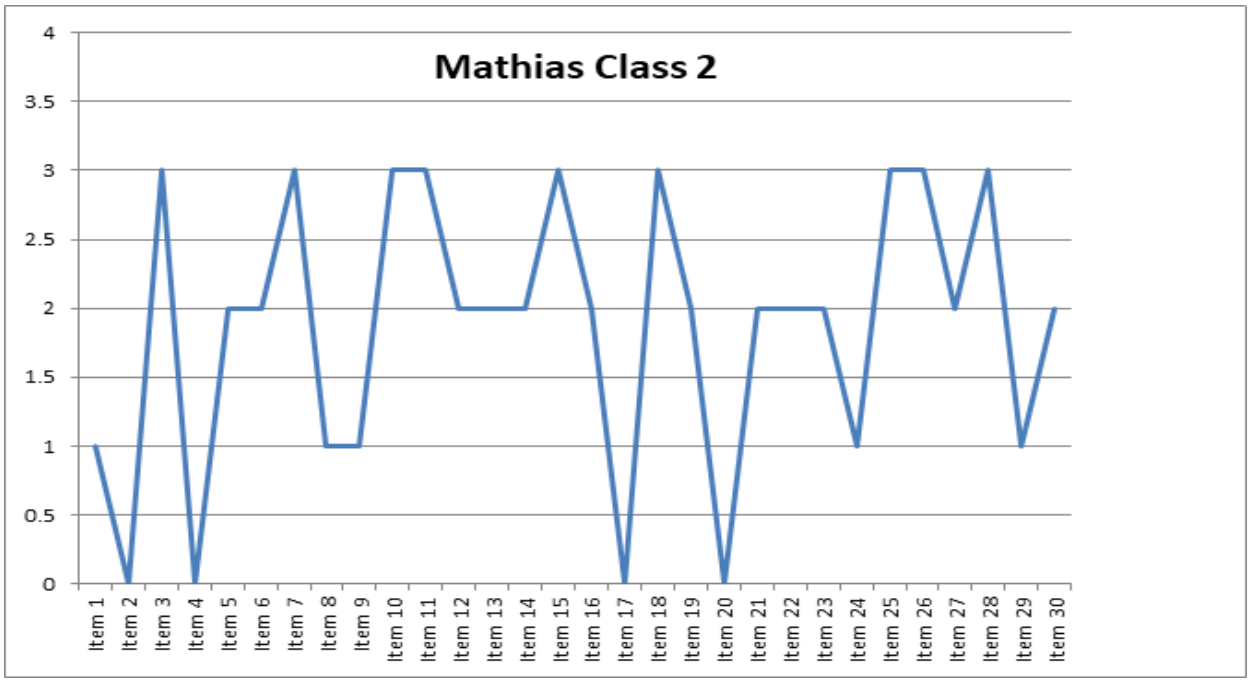
- Most of the activities proposed by the teacher integrated all the skills making them more meaningful to students.
- The key vocabulary was presented and reviewed at the end of the lesson and students could clarify key concepts using their mother tongue.
- The professor also used scaffolding techniques (modeling, demonstrating, giving students time to discuss/practice), to assist and support students' understanding and a number of questions and tasks to promote higher-order thinking skills.

Nevertheless, some actions reflected a lack of knowledge of the application of well-balanced content and language class, for example:

- There was a total absence of demonstration of objectives.
- The teacher did not show or share neither the content nor the language objectives to the class.
- The teacher did not adapt the content to the students' proficiency level.
- The teacher did not make use of any additional material that supports the theme.
- He did not review or assess the content studied in the lesson.

Figure 5

Mathias' Second Observation Score



Mathias' second observation showed that his methodology in content and language classes was not well balanced because:

- He did not define the language objectives for the lesson. Therefore, these language objectives were not evidenced in the development of the lessons.
- Neither did he supply the students with supplementary or hands-on materials.

- In a content based lesson, it is important to do activities in groups but the teacher did not plan any tasks to be done this way.
- He did not make much emphasis on key vocabulary.
- He did not give feedback to students when needed.

Good findings in the observations of Mathias were that:

- The content concepts were very appropriate and linked to the age and the educational background of the students. The teacher reviewed key vocabulary about business management and customer service, and the students started working on their projects.
- He adjusted his speech and the pacing of the lesson to their proficiency level to clearly explain the high order thinking skill tasks they had to accomplish.

After observing Mathias' lessons, similar to what was observed in Valery's classes, it can be said that the teacher did not display nor explain the language and content objectives. Therefore, these objectives had to be inferred by the students in the development of the lesson. In his first class, some of the content concepts that the teacher taught were not completely appropriate for the students' age, educational background, and level of proficiency. However, in his second lesson he adjusted not only the content concepts but also his speech, the pacing, and the applied activities. Consequently, the students could accomplish the tasks proposed by the teacher. Mathias did not check students' comprehension and learning of language and content. Additionally, regular feedback was not provided to students on their output. Nevertheless, in both of his classes, the integration of all communicative skills was seen, so the students were engaged with the activities. The teacher reviewed key vocabulary at the end of the lessons, and students were allowed to use their mother tongue to clarify important content concepts. The professor also used scaffolding techniques, such as showing examples and giving students time

to talk and discuss the main topic to assist and support students' understanding and promote higher-order thinking skills. Therefore, students had opportunities to reflect, interpret and analyze the key concepts proposed by the teacher.

Chapter 5. Discussion

In this chapter, the findings from the data from the class observations and interviews are triangulated and discussed. The purpose of this study was to shed light on the various beliefs that the CLIL teachers participating in the study have about the implementation of the CLIL approach. The results of this study revealed a number of teachers' beliefs about the teaching-learning process in CLIL. In the following, the results will be presented in three main areas. The first one summarizes the teachers' beliefs about CLIL detected from their own perspectives and points of view. The second category sums up the impact of the teachers' beliefs on the implementation in their classes. The third category will wrap up the generalizations about how these beliefs impacted the professors' teaching practice.

Teachers' Beliefs about CLIL

Approaching teachers' beliefs about CLIL not only provided a valuable insight into the teachers' appreciations about the CLIL approach but also several aspects that determine the implementation of this method in the teaching practice. The study of their beliefs gives a clearer insight into their behavior, since as Pajares (1992) points out, "beliefs are the best indicators of the decisions individuals make throughout their lives" (p. 307). The results show that the teachers believe that CLIL is a kind of a tool aimed at the dual academic objectives of gaining specific content knowledge and developing a target language. This can be corroborated through experts such as Coyle et al. (2010) who define CLIL as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Both teachers in the present study agreed with the fact that it is key to be knowledgeable not only about the target language but also about the specific contents and vocabulary. The professors highlighted the value of keeping a balance between the language and content in order to achieve

the academic objectives proposed in the lessons. They also consider it important to know about the methodology in order to guarantee good CLIL teaching practice.

Another relevant aspect relates to the setting and planning of clear objectives and outcomes about content and language. They see language as a vehicle for learning information and new knowledge, so content is a way to contextualize meaningful and engaging academic activities. The teachers also state that a CLIL class is more oriented to a task-based methodology, so the role of the teacher is more as a facilitator. Additionally, they also pointed out the importance of providing students with guidance, such as giving clear instructions and feedback in order to support students successfully during their learning process. The respective roles of the teachers and students are central to CLIL because its very nature tends to demand more student-centered approaches. Moreover, it is certain that engaging with and learning appropriately cognitively challenging content through another language requires a depth of processing which cannot be attained when the teacher is simply in transmission mode (Coyle et al., 2010). Finally, it was found that the teachers consider CLIL as a factor of motivation and student engagement in order for students to complete their language competence goals. The educators think that CLIL is a fundamental part of having their students highly committed to their learning processes. In their classes, the learners have to develop content projects about their professional fields, and it is in this part where they showed the biggest motivation and commitment. This is in line with the literature on the subject as Coyle et al. (2010) highlight this matter when they affirm:

> Motivation is a key theme for language learning. It is not contentious to state that considerable concentration, effort and willpower are needed to learn another language effectively. Both noticing and attention are key components of the required processes. As

> motivation sits on a higher affective and mental level than these components, it is a necessary prerequisite for them. Without it they will be absent. (p. 88)

Nevertheless, the educators omitted several features that play a key role in the implementation of successful CLIL lessons such as cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship) (Coyle et al, 2010). More details about this topic will be covered in the next section of this chapter.

Educators' Teaching Practice

This study ratifies what the literature reveals about the separation of content and languages objectives in traditional EFL classes (Arocena et al., 2015; Bovelan, 2014; Lopez, 2015) since it illustrates how educators who teach subjects in a traditionally general EFL university context seem to lack the necessary knowledge and skill to effectively implement a CLIL lesson. This disconnection is also visible between what was said by the educators in the interviews and what was done in the practice which is the same as what studies on the effect of teacher beliefs on classroom practice have shown (Borg, 2003; Pena, 2008). Only some CLIL features were observed while the professors were teaching and many elements that were different from effective CLIL classes were detected during the pedagogic practice. Through the SIOP observation tool, it was noticed that the teachers provided activities to make concepts clearer. For instance: modeling, visuals, demonstrations, body language, etc. Additionally, the pacing, speech, and activities to deliver instruction was coherent with students' level. Therefore, the teachers integrated communicative skills in the activities and raised students' engagement and completion of target language goals. Among the positive features observed, it was perceived that the professors reviewed key vocabulary at the end of the lessons and allowed students to occasionally use their mother tongue to clarify important content concepts. The use of

scaffolding techniques, such as giving students time to talk and discuss their ideas about the main lesson topic, promoted higher-order thinking skills. Consequently, students had opportunities to reflect, interpret, and analyze the key concepts proposed by the teachers.

On the other hand, in terms of lesson preparation, the teachers did not incorporate supplementary materials that help students understand the classes, for instance, special texts, supportive handouts, and podcasts selections which may come with texts or are available online. This is something that is important in a CLIL class (Echavarria & Kareva, 2013). In addition, the educators did not integrate lesson language and content objectives in terms of student learning and support those objectives with the activities carried out during the class. These objectives should also be presented to the students, so they know what they are learning. For CLIL teachers, the goal is to help students gain important experience with key grade-level content and skills as they progress toward fluency in the second language, but this was not evidenced during the observations (Echavarria & Kareva, 2013).

In regards to building background, in strong CLIL classes, the professors link students' experiences and existing knowledge with the content being learned and taught. This means that they should link past learning to new concepts and teach and emphasize academic vocabulary as Echavarria and Kareva (2013) suggest. There was no proof of this feature in any of the observed classes from the teachers.

Concerning practice and application, it is recommended to use hands-on materials, vary the kind of activities done in class for students to apply content and language knowledge, and do activities that integrate all language skills (reading, writing, listening and speaking). In the observations of the classes, teachers did not ensure that lessons included a variety of activities that encourage students to apply both the content and language skills they are learning through

means such as group assignments, partner work, and projects. For second language learners to learn the language, it is imperative that they practice and apply content information as well as language processes (reading, writing, listening and speaking) in every lesson (Echavarria & Kareva, 2013).

The last aspect that is necessary is for professors to review and assess the student attainment of the content and language objectives in every lesson, using formative assessment. When observed, professors did not provide regular feedback to students and use different alternatives of assessment. They also did not check on student comprehension frequently to determine whether additional explanations or re-teaching were needed. By doing so, they could have also provided feedback on correct and incorrect responses, reviewed key vocabulary and concepts with students throughout the lesson as Echavarria and Kareva (2013) recommend.

Teachers' Beliefs about CLIL and their Teaching Practice

This discussion has presented the major findings of the participants' beliefs on the CLIL approach and the main characteristics of their teaching practice. This section looks at how teachers' beliefs about CLIL affect the implementation of this approach in their classrooms.

As seen in this study, it was detected that the educators believe that good CLIL lessons must keep the balance between specific contents and the development of the target language. In addition, they believe in the importance of mastering the methodology and strategies to put into practice the CLIL approach (Cenoz, 2015). Teachers put these ideas into practice when they provided activities to make students understand the concepts through different pedagogical resources and types of teaching strategies. Moreover, the teachers' delivery of instruction (pacing, speech, activities) was coherent with their students' levels.

The professors of this study also believe that language is a vehicle for content and makes meaningful input. Hence, CLIL plays an important factor to promote students' motivation. It was observed that teachers integrated communicative activities for introducing and reviewing key content vocabulary while developing target language goals (Rodríguez-Bonces, 2012). These activities were also fundamental to raise students' engagement and motivation. Therefore, in the implementation of CLIL, it is clear that the educators believe in the fundamental role that the CLIL approach plays for having their learners highly connected with the class.

The teachers also believe that a CLIL class is directed to a task-based approach, and the role of the teacher is towards being more of a facilitator (Coyle et al., 2010). In this student-centered orientation, it was detected how teachers used scaffolding strategies to allow students time to express and discuss their ideas, chances to reflect, interpret, and analyze key knowledge during the lessons.

In spite of the fact that these participant teachers had a clear view on the above-mentioned beliefs about CLIL, many other CLIL features were not performed during the observations. CLIL-class characteristics such as the implementation of supplementary materials, the clear integration and explanation of language and content objectives in all of the classroom activities, the linkage between previous and new concepts, the provision of students' feedback, and the use of a variety of assessment tools were some of the major practices absent during their classes.

The results also show that teachers' past experiences with EFL classes and CLIL projects was a determining factor to what was visible during the observation stages. The fact that both teachers have taught more years in EFL contexts could affect the ideal implementation of CLIL. Their beliefs on CLIL were considerably strong during the interviews, but their teaching

performance lacked many of the features to be considered good CLIL practice (Pajares, 1992; Tsui, 2003). In a way, this is understandable when reflecting on the context of a beginning CLIL teacher: foreign language competence objectives are the teacher's first challenge to be faced with when dealing with projects for CLIL, and at that point, it may be difficult to see beyond the current pedagogical situation.

Chapter 6. Conclusion

This study aimed to answer the question: How do teachers' beliefs about Content and Language Integrated Learning affect the way they implement the CLIL approach in their classrooms?

Two secondary research questions were also asked to give a structural answer to the main question:

- What do teachers believe about CLIL?
- How are teachers implementing CLIL?

In answer to these questions, overall one of the main findings of this research project was that teachers' beliefs about CLIL are somehow correct but they lack the necessary exposure and skills to deliver successful CLIL teaching practice. This means that the professors in this project could confirm having knowledge of the basic features of CLIL, but they were missing some other important characteristics of this approach in their belief system. When putting this knowledge into practice, some CLIL practices were detected in the observations, but many relevant CLIL aspects were absent during their pedagogic exercise. For example, teachers stated that there should be a balance between language and content, but this was not observed. This fact suggests that the teachers might need CLIL teaching strategies such as specific training, peer observations, and classroom and action research.

One of the implications of the study is that it seems necessary to develop teachers' in-service training for successful CLIL implementation. Teachers need concrete strategies of assessing the level of their groups, adapting materials and activities to suit that level, and scaffolding the comprehension of both the content and language in the classroom in applicable ways for individual learners. Furthermore, it is important to include practical ways to implement

both language and content objectives in all the activities carried out in the class. With appropriate in-service training, teaching strategies might work out better in the lessons than CLIL self-directed teaching practice. Coherent CLIL training is required also to make teachers aware of their beliefs about teaching, learning, developing the target language in CLIL, and supporting purposeful development of teaching CLIL.

One of the limitations of the present study is related to research about beliefs. The study of beliefs can be problematic in some ways (Pajares, 1992). Studying beliefs through interviews and class observations, as in this study, invites thinking about the reliability of the data. The researcher is faced with a moral circumstance: how can the beliefs of a person be studied only based on what he/she says? The answer to this moral question is based on the fact that the focus has to be on what the respondents say, what they think, and what they do, because it is impossible for the researcher to see further than that (Cohen et al., 2017). This was the guiding concept to investigate the teachers' beliefs in the present work.

Other limitations relate to the number of participants and observations. Since this was a small-scale case study, results of the application of CLIL beliefs by these teachers cannot be generalized. Additionally, because this study was carried out during the COVID-19 pandemic, the observations were made of online classes that were recorded. It is possible that these teachers' implementation in a face-to-face setting would be different. Therefore, future research could include observing face-to-face teaching, adding more participants of the institution, and carrying out observations for a more extended time. This way the beliefs of the group could be viewed and professional development tailored to strengthen or possibly change those beliefs to be in-line with the best practice of CLIL and to work on its successful implementation.

As a final consideration, a teacher development program must be designed to suit the professors' needs. This program would be supported by teacher collaboration, study groups, the use of teaching portfolios, regular academic feedback, belonging to communities of practice, attendance of methodological workshops, etc. After and during implementing this teacher development program, more research should be done in order to see possible professors' improvement in regards to CLIL teaching mastery.

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Appendix 1 - Interview Valery

Interviewer: [00:00:03] Ok, here we have a teacher from a university in Colombia who is applying CLIL in her classes. OK, so I will start with the first question. What is your name?

Valery: [00:00:27] Oh, hello. Hello. Well, my name is Valery.

Interviewer: [00:00:31] How old are you?

Valery: [00:00:33] Well, I'm twenty nine years old, so I'm pretty young, but I've been teaching for a while.

Interviewer: [00:00:40] Good. How long have you been teaching?

Valery: [00:00:43] Oh OK. Well actually I think that this is my 13th year so I've taught English for 13 years. I started since I was very young.

Interviewer: [00:00:58] Ok. OK. What did you study for your undergraduate degree?

Valery: [00:01:04] Well I studied foreign language at Universidad del Atlantico. Yes. Atlantic University. And yes, that's my bachelor's degree.

Interviewer: [00:01:15] Ok, and what about your graduate degree?

Valery: [00:01:18] Well, I actually haven't gotten my graduate degree yet. I'm still working on my thesis too. But I studied or I completed the academic part of the master's in English language teaching at Uninorte.

Interviewer: [00:01:38] Good, good. How long have you been a CLIL teacher?

Valery: [00:01:43] Well, I guess I have worked with different CLIL approaches. And I think I have been working as a CLIL teacher for 9 years.

Interviewer: [00:02:00] Ok, where did you learn about CLIL?

Valery: [00:02:07] Well, first, of course, at the university, when I took my bachelor degree, I didn't see a class and such like with this name. But some... some notions of English for specific purposes. And well, when I started working, after I finished my, my, my, my degree, I worked with one bilingual school and another school that had an emphasis on bilingual emphasis. So, there I could start like... teaching in other subjects in English. So I started there like listening a little bit more about this but when I took my master's degrees where I really did a lot more about... about CLIL.

Interviewer: [00:03:05] Ok. Have you received any training in CLIL? What is this? and when was it?

Valery: [00:03:17] Well, we had a course training and that was for CLIL. Yes. And it was like, I don't know, more than five years ago. And I also had some workshops at various institutions like Oxford University Press. Yes. And yes, I think that's the training I have received.

Interviewer: [00:03:44] Ok, When did these trainings happen?

Valery: [00:03:53] One of them was in 2016 I guess, I'm not sure, and the other Workshop was in 2017, I'm not sure. I don't have in mind when these workshops happened exactly, and I haven't had any other workshops related to these topics In the recent years.

Interviewer: [00:04:34] Ok, which levels do you teach right now?

Valery: [00:04:38] Well, a second, fourth and fifth level in this moment. Yes, I've taught to all of them, but in this moment I'm teaching second, fourth and fifth level.

Interviewer: [00:04:51] Ok, how would you define the term CLIL?

Valery: [00:04:57] Well, CLIL... is content and language integrated learning, so it's where we combine the language and teaching contents about specific subjects. And we have a class, of course, with this approach.

Interviewer: [00:05:20] Ok, what does a CLIL class look like and how is it different from a regular EFL class?

Valery: [00:05:29] Well, as far as I am concerned, there are different approaches. Yes, for instance, when we work at bilingual schools, we have... maybe sometimes languages as the medium of instruction. Yes. And we also have learning objectives in regard to the language. But they are not so immediate because maybe the immersion program and, and the focus or the focus they have for language is different to the ones we have from the university. But... What's clear to me is that we need to have two objectives. We need to have language objectives and we also must have some content objectives. So we are teaching both. And this, of course, will drive a lesson, of course, that needs to be reflecting on the kind of activities we do, how we approach them as we plan. We need to take into account both objectives. Yes, the language we want and also the content.

Interviewer: [00:06:43] All right. OK. How would you describe good teaching practices in CLIL?

Valery: [00:06:51] Well, I guess is more or less what I was telling you, yes, that the teacher, I guess, must be attentive, that all the activities that are Our plan, they are aiming to be objective. OK, so we don't want to... to get lost on the track. And that's why I think that as a teacher, we must monitor, we must provide instantaneous feedback. We must guide students to show them like... look, you should speak English. We struggle with this most of the time. Yeah. And I think this teacher and we need to of course provide students with multiple resources. Yes. For them to work and. Well it also depends on the approach. Yes. Now where I'm working at the moment, yes. We have different kinds of ways of working with CLIL and we don't have CLIL classes as we used to do before. And then we could also... like... guide students and give them some guidelines and provide them feedback. But of course, we do not teach them CLIL properly. Yes. And this also has a lot to do with the institution philosophy and of course, what we are told to do.

Interviewer: [00:08:31] So, how will you describe your role as a teacher in a CLIL class?

Valery: [00:08:37] Yeah, well, as a teacher, I want my students to come to learn about the content. And in this case, about vocabulary and about topics that are and related to their… their major. Yes. And we want them to use language to learn about these concepts, to learn about how to make projects, how to propose, how to design a proposal. Yes, a project. How to look for information in English, how to read. And we also want them to use the language to express their ideas and to apply what we've seen in classes, in regular classes. Yes, that's mostly.

Interviewer: [00:09:41] How would you describe the role of CLIL in the L2 learning process?

Valery: [00:09:49] Well, I think that it's important to have In classes, because when we learn something, we need to relate it to what is meaningful to us. And when things are meaningful, we can be more engaged in the process. OK, and of course, that will serve us a lot more. And I think that sometimes we might be focused just on language objectives like grammar and pronunciation and reading, writing. And then students like... don't connect, they don't make the connection for them is hard. Yes. To see how they can use language to their daily basis. Yes. On things they talk about every day that they don't see how they can apply what we see in classes. But I think that when we like to have them use language for talking about things they have in real life, when we use authentic materials, when we have them reflect on the language and proposed language. Yes. So I think that we can take learning to a deeper stage. Yeah. So it's not just like I'm paraphrasing or things like that, but they also have to propose and they have to connect their beliefs, all the training they receive in their programs and also the language resources that they have. So combine that all and so of course have that.

Interviewer: [00:11:59] Ok, ok. How does the way you teach in general affect the way you teach a CLIL class and vice versa? How does the way you teach your CLIL class affect the way you teach your other classes?

Valery: [00:12:17] Well. I think that, um. I tried to have well, not all of them as such, but I have to have clearly my classes, although I am not teaching a specific topic that... it's related to the subject field they study. And for instance, we have a reading about security on the Internet or identity theft, for example. I want to focus also on the topic that we're talking about and not just ignore it and focus just on the, on the form of the language, but I think that language it's a tool that we use to communicate and we need to communicate about what ideas we communicate. So that is content. So I think that we can't teach the language isolated. Yes, we always need a context to teach, so, and I think that, that is crucial. I consider it's not so healthy to focus on grammar, and language structure, and without really showing the meaningful part of it or how we can use it to express our ideas, to communicate. Yes. So I think that, that's it. Yes. If we want to communicate, we need content. We need something to communicate. Yes. So language is that tool. Yes. And it's a tool that we need to use wisely.

Interviewer: [00:13:57] Ok, very good. Thank you, Teacher Valery, for this interview. We have come to the end. Thanks again for your time to be here in this research project.

Valery: [00:14:10] I hope I have helped you and that I can contribute to this.

Interviewer: [00:14:22] Thank you very much. We really appreciate it.

Appendix 2 - Interview Mathias

Interviewer: [00:00:03] Ok, we start the interview regarding the thesis project about teachers' beliefs in a CLIL environment, and here we have a teacher from the university in the Caribbean coast in Colombia. Welcome, teacher. And let me start with the questions. What is your name?

Mathias: [00:00:29] All right, thanks for your welcoming. My name is Mathias

Interviewer: [00:00:35] How old are you?

Mathias: [00:00:38] I'm 38 years old.

Interviewer: [00:00:41] How long have you been teaching?

Mathias: [00:00:45] I've been teaching since 2009. I think that is about... I would say 13 years of teaching.

Interviewer: [00:00:55] Ok, what did you study for your undergraduate degree?

Mathias: [00:01:02] I studied to be… studied in foreign languages. Yeah, that's… that's a degree in foreign languages.

Interviewer: [00:01:12] Ok, good. And what's your graduate degree?

Mathias: [00:01:17] It's a master in curriculum and instruction for ESL students.

Interviewer: [00:01:23] Good. How long have you been a CLIL teacher?

Mathias: [00:01:30] I've been a CLIL teacher since the implementation in the institution I'm currently working. I think it was 2013 and 2015. Yeah, I think I have been a CLIL teacher now for six years.

Interviewer: [00:01:47] Ok. Where did you learn about the term CLIL?

Mathias: [00:01:54] First, I heard that at a conference, the term CLIL became very popular recently, like seven or eight years ago. But first I heard it at a conference and then at my workplace.

Interviewer: [00:02:12] Ok. Have you received any training in CLIL?

Mathias: [00:02:18] Well, the institution where I work provided the teachers with some instruction about the CLIL management and implementation and class methodology and things related to… to this teaching practice.

Interviewer: [00:02:35] When was that training?

Mathias: [00:02:39] That training was around, I think 2016, 2017. I think around five or four years ago.

Interviewer: [00:02:50] Ok. OK, which levels do you teach?

Mathias: [00:02:56] Well, currently, I teach a variety of levels, starting from level one to level seven, but currently I'm teaching level seven and level four.

Interviewer: [00:03:07] Ok. How would you define the term CLIL?

Mathias: [00:03:16] For me, it is the organization of content in order to be delivered in organized ways so students can gain knowledge of disciplinary information as well as developing the target language.

Interviewer: [00:03:40] What does a CLIL class look like? How is it different from a regular EFL class?

Mathias: [00:03:47] Well, our regular EFL class, well, I think both of them are… have different objectives, differing horizons. So, starting… for starting from the end, we can realize that even when you plan, you have in mind, which is… which the outcome is going to be… and both outcomes are very different… an EFL class differs a lot from, from a CLIL class. And because the type of instruction is focused, first an EFL class more in form and developing the language in spite of not paying special attention to the content or the information used for that type of

language instruction. On the other hand, we observe that in CLIL the content is like... main focus in the teachers material and the course of action in class. And he is the… the teacher's objective mainly is to deliver content and also develop the language, but the content is a special foundation in the teacher's CLIL classroom.

Interviewer: [00:05:08] Ok, thank you. How would you describe good teaching practices in CLIL or a good CLIL teacher?

Mathias: [00:05:17] A good CLIL teacher has to have two things in mind. First of all, is good knowledge of all the content that is going to deliver in class. And the second one is the type of methodology that he's going to use, because I consider CLIL a form to organize information so that students can approach it and be able to acquire the… acquired the knowledge and also be able to develop the language in a natural way.

Interviewer: [00:05:56] Ok. How would you describe your role as a teacher in a CLIL class?

Mathias: [00:06:05] Well, for me, CLIL class is more of a task oriented class. Students construct, develop, yes, they classify or organize information. They have to go through different levels of thinking. And it's more of a constructive process so that the teacher acts as a facilitator rather than being the center of the class.

Interviewer: [00:06:36] Ok, how will you describe the role of CLIL in the L2 learning process?

Mathias: [00:06:47] Well, CLIL is relevant because we want our students not only to know a specific language, which is a lot, you know, depending on everyone's needs, but if we want students to use language as a vehicle, why not to have a big one, like acquiring knowledge or content about different disciplines which they can use in their in their lives and in their professional area?

Interviewer: [00:07:26] How does the way you teach in general affect the way you teach a CLIL class and vice versa? How does the way you teach your CLIL class affect the way you teach your other classes?

Mathias: [00:07:42] Well, the focus has to do with the lexical approach is more oriented towards concepts, organization of information, the definition of terms and that approach when is

translated into an EFL class or a regular class helps you find ways to guide students towards information organization. So even in an EFL class, if you teach students to organize the information they are managing, regardless of the type of information, it's going to be more beneficial for them to acquire language that way. I mean, instead of only paying attention to the form of the language and reaching the vocabulary, it's going to pay off in the end of the process for the EFL students and also the practices from EFL teaching. When it is applied to the CLIL implementations, we observe that it enriches the fact that methodology around language teaching can be supplementary for teaching content too.

Interviewer: [00:09:05] All right teacher Mathias, this is the end of the interview. I really thank you for your time and your consideration for this interview. Thank you very much.

Mathias: [00:09:18] All right. I'm very pleased to contribute to the research and this experience so that this experience can be beneficial to other teachers who are in the CLIL area.

Interviewer: [00:09:32] Thank you, sir.

Appendix 3 - SIOP Valery Class 1

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer: Oscar Suarez
Date: April 12, 2021
Grade:
ESL Level: Intermediate

Teacher: Valery - Class 1
School: N/A
Class/Topic: English IV
Lesson: (check one) ☐ Multiday ☑ Single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
Lesson Preparation	**4**	**3**	**2**	**1**	**0**	**NA**
1. **Content objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☑	
2. **Language objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☑	
3. **Content concepts** appropriate for age and educational background level of students	☐	☑	☐	☐	☐	
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☑	☐	☐	☐	
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	☐	☑	☐	☐	☐	☐
6. **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☑	☐	☐	☐	

Comments: No objectives were reviewed at all.

Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7. **Concepts explicitly linked** to students' background experiences	☐	☐	☐	☐	☑	☐
8. **Links explicitly made** between past learning and new concepts	☐	☐	☐	☐	☑	
9. **Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☐	☐	☑	☐	

Comments: No link between past and new concepts.

Comprehensible Input	**4**	**3**	**2**	**1**	**0**	**NA**
10. **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☑	☐	☐	☐	☐	
11. **Clear explanation** of academic tasks	☐	☑	☐	☐	☐	
12. **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☑	☐	☐	☐	

Comments: T tried to be as clear as possible.

Strategies	**4**	**3**	**2**	**1**	**0**	**NA**
13. Ample opportunities provided for students to use **learning strategies**	☐	☐	☑	☐	☐	
14. **Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)	☐	☐	☑	☐	☐	

15.	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)	☐	☐	☑	☐	☐	

Comments: Few opportunities for students to apply strategies for learning.

	Interaction	4	3	2	1	0	NA
16.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☑	☐	☐	
17.	Grouping configurations support language and content objectives of the lesson	☐	☐	☐	☑	☐	
18.	Sufficient wait time for student responses consistently provided	☐	☑	☐	☐	☐	
19.	Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☑	☐	☐	☐	☐

Comments:

	Practice and Application	4	3	2	1	0	NA
20.	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☐	☐	☐	☑	☐	☐
21.	Activities provided for students to apply content and language knowledge in the classroom	☐	☐	☐	☐	☑	☐
22.	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☑	☐	☐	☐	

Comments: Ss didn't have chances to practice new contents. However, a lot of examples were introduced.

	Lesson Delivery	4	3	2	1	0	NA
23.	Content objectives clearly supported by lesson delivery	☐	☐	☐	☑	☐	
24.	Language objectives clearly supported by lesson delivery	☐	☐	☐	☑	☐	
25.	Students engaged approximately 90% to 100% of the period	☐	☐	☑	☐	☐	
26.	Pacing of the lesson appropriate to students' ability level	☐	☑	☐	☐	☐	

Comments: Objectives in contents and language were not clearly supported.

	Review and Assessment	4	3	2	1	0	NA
27.	Comprehensive review of key vocabulary	☐	☐	☑	☐	☐	
28.	Comprehensive review of key content concepts	☐	☐	☑	☐	☐	
29.	Regular feedback provided to students on their output (e.g., language, content, work)	☐	☐	☑	☐	☐	
30.	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☑	☐	☐	

Comments: Poor review of key vocab, content and feedback.

Total Points Possible: 120 (Subtract 4 for each NA given)

Total Points Earned: 55 **Percentage Score:** 46%

Appendix 4 - SIOP Valery Class 2

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer: Oscar Suarez | Teacher: Valery - Class 2

Date: 5/4/2021 | School: N/A

Grade: | Class/Topic: English V

ESL Level: High Intermediate | Lesson: (check one) ☐ Multiday ☑ Single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

		Highly Evident		Somewhat Evident		Not Evident	
	Lesson Preparation	**4**	**3**	**2**	**1**	**0**	**NA**
1.	**Content objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☑	☐	
2.	**Language objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☑	☐	
3.	**Content concepts** appropriate for age and educational background level of students	☐	☑	☐	☐	☐	
4.	**Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☑	☐	☐	☐	
5.	**Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	☐	☐	☐	☑	☐	☐
6.	**Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☑	☐	☐	☐	
Comments:							
	Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7.	**Concepts explicitly linked** to students' background experiences	☐	☐	☑	☐	☐	☐
8.	**Links explicitly made** between past learning and new concepts	☐	☑	☐	☐	☐	
9.	**Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☐	☑	☐	☐	
Comments:							
	Comprehensible Input	**4**	**3**	**2**	**1**	**0**	**NA**
10.	**Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☑	☐	☐	☐	☐	
11.	**Clear explanation** of academic tasks	☐	☐	☑	☐	☐	
12.	**A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☑	☐	☐	
Comments:							
	Strategies	**4**	**3**	**2**	**1**	**0**	**NA**
13.	**Ample opportunities** provided for students to use learning strategies	☐	☐	☑	☐	☐	
14.	**Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)	☐	☐	☑	☐	☐	

15.	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)	☐	☐	☑	☐	☐	
	Comments:						
	Interaction	**4**	**3**	**2**	**1**	**0**	**NA**
16.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☐	☑	☐	
17.	Grouping configurations support language and content objectives of the lesson	☐	☑	☐	☐	☐	
18.	Sufficient wait time for student responses consistently provided	☐	☑	☐	☐	☐	
19.	Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☑	☐	☐	☐	☐
Comments:							
	Practice and Application	**4**	**3**	**2**	**1**	**0**	**NA**
20.	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☑	☐	☐	☐	☐	☐
21.	Activities provided for students to apply content and language knowledge in the classroom	☑	☐	☐	☐	☐	☐
22.	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☐	☑	☐	☐	
Comments:							
	Lesson Delivery	**4**	**3**	**2**	**1**	**0**	**NA**
23.	Content objectives clearly supported by lesson delivery	☐	☐	☐	☑	☐	
24.	Language objectives clearly supported by lesson delivery	☐	☑	☐	☐	☐	
25.	Students engaged approximately 90% to 100% of the period	☐	☑	☐	☐	☐	
26.	Pacing of the lesson appropriate to students' ability level	☐	☑	☐	☐	☐	
Comments:							
	Review and Assessment	**4**	**3**	**2**	**1**	**0**	**NA**
27.	Comprehensive review of key vocabulary	☐	☑	☐	☐	☐	
28.	Comprehensive review of key content concepts	☐	☐	☐	☑	☐	
29.	Regular feedback provided to students on their output (e.g., language, content, work)	☐	☐	☑	☐	☐	
30.	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☑	☐	☐	
Comments:							

Total Points Possible: 120 (Subtract 4 for each NA given)

Total Points Earned: 59 **Percentage Score:** 49%

Appendix 5 - SIOP Mathias Class 1

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer: Oscar Suarez
Teacher: Mathias - Class 1
Date: 04/19/2021
School: N/A
Grade:
Class/Topic: English VII
ESL Level: Low Advanced
Lesson: (check one) ☐ Multiday ☑ Single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

		Highly Evident		Somewhat Evident		Not Evident	
	Lesson Preparation	**4**	**3**	**2**	**1**	**0**	**NA**
1.	**Content objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☑	
2.	**Language objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☑	
3.	**Content concepts** appropriate for age and educational background level of students	☐	☐	☐	☐	☑	
4.	**Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☐	☑	☐	☐	
5.	**Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	☐	☐	☐	☐	☑	☐
6.	**Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☐	☑	☐	☐	

Comments:

	Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7.	**Concepts explicitly linked** to students' background experiences	☐	☐	☑	☐	☐	☐
8.	**Links explicitly made** between past learning and new concepts	☐	☐	☑	☐	☐	
9.	**Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☑	☐	☐	☐	

Comments:

	Comprehensible Input	**4**	**3**	**2**	**1**	**0**	**NA**
10.	**Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☑	☐	☐	☐	
11.	**Clear explanation** of academic tasks	☑	☐	☐	☐	☐	
12.	**A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☑	☐	☐	

Comments:

	Strategies	**4**	**3**	**2**	**1**	**0**	**NA**
13.	**Ample opportunities** provided for students to use learning strategies	☐	☐	☑	☐	☐	
14.	**Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)	☑	☐	☐	☐	☐	

15.	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) *Comments:*	☑	☐	☐	☐	☐	
	Interaction	**4**	**3**	**2**	**1**	**0**	**NA**
16.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☑	☐	☐	
17.	Grouping configurations support language and content objectives of the lesson	☐	☐	☑	☐	☐	
18.	Sufficient wait time for student responses consistently provided	☐	☑	☐	☐	☐	
19.	Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☑	☐	☐	☐	☐
Comments:							
	Practice and Application	**4**	**3**	**2**	**1**	**0**	**NA**
20.	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☐	☐	☐	☐	☑	☐
21.	Activities provided for students to apply content and language knowledge in the classroom	☑	☐	☐	☐	☐	☐
22.	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☑	☐	☐	☐	☐	
Comments:							
	Lesson Delivery	**4**	**3**	**2**	**1**	**0**	**NA**
23.	Content objectives clearly supported by lesson delivery	☐	☐	☐	☐	☑	
24.	Language objectives clearly supported by lesson delivery	☐	☐	☐	☐	☑	
25.	Students engaged approximately 90% to 100% of the period	☐	☐	☑	☐	☐	
26.	Pacing of the lesson appropriate to students' ability level	☑	☐	☐	☐	☐	
Comments:							
	Review and Assessment	**4**	**3**	**2**	**1**	**0**	**NA**
27.	Comprehensive review of key vocabulary	☑	☐	☐	☐	☐	
28.	Comprehensive review of key content concepts	☐	☐	☐	☐	☑	
29.	Regular feedback provided to students on their output (e.g., language, content, work)	☐	☑	☐	☐	☐	
30.	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☑	☐	☐	
Comments:							

Total Points Possible: 120 (Subtract 4 for each NA given)

Total Points Earned: 62 **Percentage Score:** 51%

Appendix 6 - SIOP Mathias Class 2

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer: Oscar Suarez
Date: 05/07/2021
Grade:
ESL Level: Basic

Teacher: Mathias - Class 2
School: N/A
Class/Topic: English II
Lesson: (check one) ☐ Multiday ☑ Single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

		Highly Evident		Somewhat Evident		Not Evident	
	Lesson Preparation	**4**	**3**	**2**	**1**	**0**	**NA**
1.	**Content objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☑	☐	
2.	**Language objectives** clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☑	
3.	**Content concepts** appropriate for age and educational background level of students	☐	☑	☐	☐	☐	
4.	**Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☐	☐	☐	☑	
5.	**Adaptation of content** (e.g., text, assignment) to all levels of student proficiency	☐	☐	☑	☐	☐	☐
6.	**Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☐	☑	☐	☐	
Comments:							
	Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7.	**Concepts explicitly linked** to students' background experiences	☐	☑	☐	☐	☐	☐
8.	**Links explicitly made** between past learning and new concepts	☐	☐	☐	☑	☐	
9.	**Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☐	☐	☑	☐	
Comments:							
	Comprehensible Input	**4**	**3**	**2**	**1**	**0**	**NA**
10.	**Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☑	☐	☐	☐	
11.	**Clear explanation** of academic tasks	☐	☑	☐	☐	☐	
12.	**A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☑	☐	☐	
Comments:							
	Strategies	**4**	**3**	**2**	**1**	**0**	**NA**
13.	Ample opportunities provided for students to use **learning strategies**	☐	☐	☑	☐	☐	
14.	**Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)	☐	☐	☑	☐	☐	

15.	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) *Comments:*	☐	☑	☐	☐	☐	
	Interaction	**4**	**3**	**2**	**1**	**0**	**NA**
16.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☑	☐	☐	
17.	Grouping configurations support language and content objectives of the lesson	☐	☐	☐	☐	☑	
18.	Sufficient wait time for student responses consistently provided	☐	☑	☐	☐	☐	
19.	Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☐	☑	☐	☐	☐
Comments:							
	Practice and Application	**4**	**3**	**2**	**1**	**0**	**NA**
20.	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☐	☐	☐	☐	☑	☐
21.	Activities provided for students to apply content and language knowledge in the classroom	☐	☐	☑	☐	☐	☐
22.	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☐	☑	☐	☐	
Comments:							
	Lesson Delivery	**4**	**3**	**2**	**1**	**0**	**NA**
23.	Content objectives clearly supported by lesson delivery	☐	☐	☑	☐	☐	
24.	Language objectives clearly supported by lesson delivery	☐	☐	☐	☑	☐	
25.	Students engaged approximately 90% to 100% of the period	☐	☑	☐	☐	☐	
26.	Pacing of the lesson appropriate to students' ability level	☐	☑	☐	☐	☐	
Comments:							
	Review and Assessment	**4**	**3**	**2**	**1**	**0**	**NA**
27.	Comprehensive review of key vocabulary	☐	☐	☑	☐	☐	
28.	Comprehensive review of key content concepts	☐	☑	☐	☐	☐	
29.	Regular feedback provided to students on their output (e.g., language, content, work)	☐	☐	☐	☑	☐	
30.	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☑	☐	☐	
Comments:							

Total Points Possible: 120 (Subtract 4 for each NA given)

Total Points Earned: 55 **Percentage Score:** 46%

Author's Biography

Oscar Mauricio Suarez Villafañe is from Santa Marta, Colombia. He is 41 years old and has spent more than 20 years in the educational field. He obtained a BA in Spanish and English from Universidad Pedagogica Nacional, Bogota, Colombia. He has also attended several international academic training sessions such as TESOL conferences in the USA and TEFL certificate at Oxford University in England. Professor Suarez is completing this summer his AIG (Academically and Intellectually Gifted) and AP (Advance Placement) Spanish Language and Culture Certificates at High Point University, NC, USA. He has had the opportunity to work in different areas and contexts of his professional life. He has worked as an English and Spanish teacher (for primary, middle school, high school, and university levels), translator, academic coordinator, academic director, and academic/sales manager. He is currently working as a Spanish teacher at Vance County Early College in Henderson, NC, USA. He is passionate about teaching, learning, education policies design, and he is continuously reflecting on how he can improve his context and inspire the people around him. He believes that education is the key to transform, grow, and improve the way of living. For him, being an educator means to possess one of the biggest responsibilities and rewards at the same time in any society or community.